

Vol. IV No. 1

Winter 1972

# Newton Newsnotes

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# From the Editor's Desk

Recently I received a call from an alumna who was applying for one of the special Danforth Graduate Fellowships for Women that she saw advertised in the "Alumnae N.B." section of our fall issue. Let's all hope she gets one! It's always heartening when I hear from you—especially when I can feel that we are providing some small services or opportunities for our alumnae and friends. Please continue to write and let me know what you have liked or disliked or would like to see in the *Newsnotes*: I'll try to oblige!

I hope you'll all enjoy our winter offerings. Alumnae ought to be interested in "What Does It Mean to Be an Alumna?"—a discussion and explanation of local, national, and international alumnae organizations. Anyone who wants to know what's really going on at Newton will be glad to see the conversation between President Whalen and Mary Ford Whalen Kingsley '56 which also appears in these pages. And please read "The Black Student at Newton"—I think you'll learn from it.

Giving seems to be on the College's mind these days, but I just wanted to take this opportunity to give you a few statistics on our small portion of Newton's operating expenses. The three issues of Newton

*Newsnotes* which you receive annually cost the College approximately \$15,000 per year in printing, mailing, and salary costs. Since our total readership numbers about 3,700, this comes to a cost of \$4.05 per reader—a cost that the College absorbs so that you can be informed about Newton, and proud of her. Do you think it's worth it? If you do, please let us know. And let the College know by giving generously to the 1971-72 Annual Fund.

Peace!

C.B.H.

## Newton Newsnotes

VOLUME IV, NUMBER 1  
Winter 1972

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*COVER DESIGN*: The campus in winter, a reduction of a photographic print.

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# Contents



<i>A Conversation with Dr. Whalen</i>	4
<i>The Graduate School</i>	17
<i>The Institute for Open Education: A Point of View</i>	18
<i>The Black Student at Newton</i>	20
<i>What Does It Mean To Be an Alumna?</i>	28
<i>The Parietal Issue</i>	38
<i>Campuscope</i>	40
<i>Staffacts</i>	41
<i>Newton Books</i>	43
<i>Alumnaevents</i>	45
<i>Class Notes</i>	46
<i>Alumnae N.B.</i>	57
<i>Write On: Letters to the Editor</i>	58

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ARCHIVES

# A Conversation with Dr. Whalen

*On the morning of November 23, Dr. James J. Whalen, president of the College, met with Mary Ford Whalen Kingsley '56 for some informal conversation on the issues facing Newton College today. Ms. Kingsley, an active alumna for many years and chairman of the 1971-72 Alumnae Fund, also wanted to present some questions to Dr. Whalen that seem to be recurring with some frequency among our constituency.*

*What follows is a transcription of a tape of that conversation—edited for purposes of space and readability—but still an accurate rendering of that two-hour meeting. (Ed. note)*

**Mary Ford:** It's always very startling to discover what you've said when they hand it back to you all printed up.

**Dr. Whalen:** It turns out usually that it's partly what you said and partly what they'd thought you said, and partly what you'd thought you said, and partly what you'd thought you didn't say. . . .

**Mary Ford:** When I asked to talk to you originally, it was really because of the Alumnae Fund. I thought that when you're going out and asking people for support, you really have to have the answers to at least some of the questions you're going to get about the College.

**Dr. Whalen:** No question about that!

**Mary Ford:** So I thought I'd better come in and get briefed. But, as the comic says, a funny thing happened on the way to the interview, and I have recently found a much more personal interest. Saturday last I had a phone call from my niece who announced that she was in Boston with

a friend, visiting Newton College of the Sacred Heart as a prospective student. I had to laugh because I remembered so clearly when I first started at Newton taking a phone call at the switchboard in Stuart announcing the birth of this child, and here she was in the flesh in Stuart herself. Now obviously I think we can assume she wasn't in the same phone booth, but it brought up the question: "Was she in the same college?" and I wondered how much of the Newton that I remembered was still here. Would you, for instance, characterize Newton College today as a Sacred Heart school? That was the way I thought of it then.

**Dr. Whalen:** I guess I'd have to answer that by giving an operational definition. I think that the best definition I can give you of a Sacred Heart school is a school that has the presence of Sacred Heart nuns, and we do have a number of Sacred Heart nuns here at the College. There are not as many as there were in your time, but there are still a significant number of religious living and working here. I think the second aspect of Sacred Heart presence has to do with religious who are on the Board of Trustees and on the Corporation. The Corporation happens to be composed entirely of religious of the Sacred Heart, and one of their responsibilities is the election of trustees, so the religious do have a significant input in terms of the direction of the institution.

I think there also is a carrying on of some of the Society's traditions in the school, even in the absence of large numbers of religious on the campus. I think that the presence of a few committed, dedicated women and their traditions certainly has an impact on the school. So both physically and in terms of their ideas and their traditions they are still here. I





think it's still a Sacred Heart school in many ways, but it may have a little different kind of Sacred Heart presence than it did before.

**Mary Ford:** But certainly there's no conflict? There's no question, is there, of the Society of the Sacred Heart being *displaced*, as well as replaced in some areas?

**Dr. Whalen:** I think that that is a very important question, and we've discussed it quite a lot with the religious. One of my concerns, Mary Ford, was the fact that the Society of the Sacred Heart had limited numbers—like a lot of societies. I'm pleased that the Society modified itself in anticipation of a changing world, and it was, I think, because of the farsightedness of some of the

leaders of the Society that it has remained more intact than a lot of the religious orders who refused to change. However, there aren't sufficient religious to do all the things that they're trying to do. I tried very hard to get some sort of a national picture with the Provincial Planning Group and I had hoped at one point that the Society would be able to establish itself in fewer places, to cre-

ate a larger critical mass of religious. It seems that this is not going to happen because they are all individually committed to their particular colleges and schools, so we have to go with the numbers of people that we have. Now, when we look at the jobs that have to be done in an institution we try to find competent people to do them. There are very few religious here, relatively speaking, who can be really active. So we would have to go out and find people and, frankly, I would be less than honest if I didn't say we'd be interested in attracting religious from other schools. In other words, this particular institution is trying pretty hard to keep a Sacred Heart presence.

Now, the president of the College is a lay person. The business officer is a lay person, and the dean is a lay person. I don't think that's necessarily *bad*, as long as we have a significant number of religious teaching and participating at various levels of the institution.

I'd like to see a real rejuvenation of the educated women in the Society flocking to do their thing someplace, or frankly everything will become sort of spun away or secularized. When you're swimming upstream; when you're small, private, Catholic, and Sacred Heart; you have to have all the things going for you. You've got to have money from alumnae and parents and friends, and you've got to have religious in the institution, and you've got to have a devotion to this kind of education.

One of the things that I think is tremendously important is the fact that a lot of young people today are disenchanted with teachers and parents and adults because they don't stand for anything. It seems to me that everybody's hustling to get into that neutral territory where they won't have to commit themselves to anything. And I think that when you're growing up in a world like that you get pretty disenchanted and very nervous and you find styles of life that may be somewhat surprising to adults. I think, in a sense, Newton can play a role by standing for something. Maybe I'll take a position and be wrong, but at least people will know I was standing for something, saying: "I believe in this. I believe in this kind of education, I believe in God, I believe in a commitment to mankind." Now if the manner in which I carry that out doesn't work very well, then people will be quick to tell me about it, but at least they'll know. And I think there's a real dearth of that. A secular institution can't address itself to some of these things.

**Mary Ford:** Do you want to talk about coeducation? I think it's sort of contradictory to think that anyone who would be interested in this school would be interested in coedu-

cation. I mean all of its values and the things that make it attractive are not the large coeducational institution's kind of things—they're the more private, individualized goals. In other words, I can't imagine wanting to come to Newton and having it coed. Why wouldn't you go someplace where the coeducational thing was more obviously useful?

I'm one of those singular people who imagine that women on their own initiative and with their own kind are perfectly capable of developing their intellects to the full. I don't think you need the "stimulus of men's minds" particularly; that's sort of saying that women are lacking something. I just think it's uncomfortable, really, to have all that—it would be such a pain to be dressed and attractive and charming all the time. I remember a priest saying to us as freshmen at a mixer—after having had us in class all week—"I didn't recognize you in your working clothes!"

I feel that there has to be a sanctuary; there has to be someplace left where you can go and do an intellectual thing, something you're interested in, and pursue work unencumbered by all this extraneous business. I recognize that today's attitude is that it's not extraneous, that you have to integrate your interpersonal relationships with your academic life, to pursue the whole picture at once. I'm not sure that at seventeen or eighteen I could have coped with all of those things at once. In other words: you're going to devote four years to getting an education and really those are the four years in your life when you can be most selfish, in the good sense. You're being given the opportunity to devote time to your own mind—it's a singular blessing, a singular opportunity, and it'll never happen again. I would be jealous of other things impinging

upon that time—I loved my four years of mental and intellectual freedom.

The students today are marvelous in their feeling for world issues and the crises of humanity and all the things they become involved in. It's terribly *selfless* of them—I wonder if, in a way, they're not giving away some of the very precious time they have to develop themselves. Someone has said in a different context that if you're the sort of person who gives herself totally to her children, you eventually come to the point where you have nothing left to give. I think that's true about your own intellectual and personal development too. You have to selfishly take the time to become a full person; *then* you can go out and save the world. But again I admit to having an archaic point of view. . . .

**Dr. Whalen:** I meet with the students in "Wheaties with Whalen" [Dr. Whalen's breakfast conferences with small groups of students] twice a week and they talk about a variety of things. One of the issues I raised with them was what did they think about coeducation and Newton College, and think it was almost split down the middle. One out of every two students says that she really likes a place that's her own, in which she can get to do her thing; that she has an opportunity where education for women is emphasized. Women do have special needs and those special needs *are* met here—they have a chance to play a leadership role that they might not be able to play elsewhere. I sometimes get the impression that a woman in a coeducational institution has to have 10% more energy to get even, to start at the same gate with the men. Now if she has that kind of extra energy, she makes it. But a lot of people don't have that; they get there (to a coedu-

cational institution) and I don't think they can share. Coeducation is basically male-oriented, no matter what percentage of women is on campus.

Now on the other hand, about half of the girls will say that they think they miss coeducation, they think they'd like Newton to be a coeducational school. Some of them will leave to go to that. Ultimately, students are, in a sense, going to be voting with their feet. Schools are scurrying at the moment to meet this coeducational need—I suspect they're really meeting financial needs, rather than any basic philosophical belief. I think that Princeton, for example, and probably Dartmouth, both changed *their* programs for very intellectually solid reasons. I think they really felt at Princeton that they were losing some of their good men, and they were able to take some really fine women into the institution. Probably Dartmouth felt the same way—that they were not going to have as many bright male students coming because of the fact that they were not coeducational.

This is not necessarily true of women's colleges. I believe that at Newton College we're dedicated to emphasizing women's education. We follow the Society of the Sacred Heart in its 170 years of emphasis on the education of women.

**Mary Ford:** And I think that's a genuinely legitimate goal, and not one to be bartered away lightly for other less demonstrable benefits.

**Dr. Whalen:** If you have people who want to come. One of the things you talked about earlier was a scholarly four years. It's true that people don't feel that way so much any more, but there was a time when it was felt that your college years were the last period in your life in which you'd be

totally free to do whatever you wanted to do. You'd have the opportunity to be thoughtful and introspective, to learn, and basically to have no major responsibilities. In a sense that's been rejected—we all have to be responsible, we all have to be part of the real world and so forth. If you have people who are really interested in scholarly activi-





ties that's one thing—they really like the idea of having a time for freedom. If you have people who are basically interested in a sort of socio-educational type of thing, where the educational and social life have to be together, then you get into all kinds of relevance and work-study and involvement downtown—so I think we have to differentiate. When you went to school, even though it was just a few years ago, college was considered an opportunity for people bright enough to learn to truly get an education, to educate themselves and to prepare themselves for further education. I'm not sure today that a lot of people coming to the colleges and universities have that same kind of desire and need.

**Mary Ford:** No, and certainly no reasonable person would hark back with great nostalgic yearning for the time when there were 150 people and two small buildings here. The Sacred Heart order and the founders of the school have done a magnificent job of bringing growth from that situation: we were at the beginning of a very clear pattern that was in the minds of the Society. And they were successful—they were marvelously successful. The place has *physically* changed enormously—very attractive, marvelous buildings, great numbers of people, 850 students, and obviously the same things can't hold. Perhaps those were values only for that time. The times certainly have changed and people don't want the private, selective kind of education that many of us sought then. And yet I still do believe that there is a need for a certain individuality of education that a college like this promotes.

**Dr. Whalen:** I think you're right. I believe that a need will remain in the future for a *small* number of women's colleges. There are *far* too many





today, and I think the demand for them is not going to be as great as it was before. Therefore, only a handful of these are going to survive in eight or ten years. We see them becoming coeducational, we see them merging, we see them being sold, or just dropping out of sight. In many ways I'd rather see these places drop out of sight than try to go on doing something just for the sake of continuing, when they're not really doing anything. The problem for Newton is that although our location gives us a leg up on things, we have virtually no endowment and we do have a large debt. What it really boils down to is that a handful of first-rate colleges (both academically and financially respectable) are going to survive.

I'm not sure that in the twenty-first century there's going to be a need for sex-segregated education. But I think that until the child-rearing practices in this country are altered significantly so that women are not separated from men at the age of six in terms of their personalities and styles, until then, a girl of sixteen or seventeen may very well need to have a special place to come if she's going to really realize her potential. If men and women are permitted the freedom to exercise all options—if girls have as many options as boys and vice versa—then education may be a different scene twenty-five or fifty years from now. I'm not sure it's altogether a good idea. . . .

I think we're still attracting large numbers of girls, but it would be a much easier job if we had less competition—even from our own Sacred Heart institutions. And then, there's the fact that we have a significant debt—if we don't retire that debt in the next few years, and raise some money to continue to upgrade the programs, then Newton will be one

of those institutions that will fall by the wayside.

I would not want to recommend at this point that we change the thrust of the College—I think our private non-coeducational approach is a good one. But I think it's up to friends, and trustees, and staff, and alumnae, and parents to decide that they want the place. Students and young people are very important, but no institution has survived without significant interest on the part of adults. We never had at this college a strong development program—real conditioning of alumnae and friends, so as a result we're almost starting from scratch. As we said in our brochure [some fund-raising material mailed to the College constituency this fall], we collected about \$40,000 two years ago, and last year we collected about \$165,000—that's a 400% increase but it's not nearly what we need. If we want to keep a women's college here—a really first-rate women's college—then we're going to have to have more money for operational expenses, salaries, scholarships, special projects, all of those things that really make a college an exciting, interesting forum in which people can learn. It takes money and you just can't charge students what it takes. The difference has got to be made up by those who can afford to make it up.

**Mary Ford:** Manhattanville seems to have solved, or at least approached, this problem in a different way and I think that many of our own alumnae are curious about what the situation there really is. How does it differ from our situation here? Is Manhattanville still a Sacred Heart college?

**Dr. Whalen:** I guess, Mary Ford, that would depend to a large degree on who was answering that question. If the presence of religious on

the campus makes a place a Sacred Heart school, then my operational definition earlier would have to extend to Manhattanville. Manhattanville certainly does have religious on the campus—I'd love to have some of them teaching at Newton because there are some superb religious academicians there. They are advertising themselves as a non-sectarian coeducational institution. I think that means that they feel that the presence of the religious is important, but that basically the institution is sort of an open institution for everyone. It's partially supported by state money; they are fishing as many streams as possible. I think that's a very realistic way to look at education; I think Sister McCormack [the president of Manhattanville] is an extremely astute college administrator and I think that she and her Board of Trustees believe that given their location [Purchase, N.Y.], given the fact that the state university is right there, they felt last year that coeducation was very appropriate for them, that they needed it in order to attract the right girls. With our location we may have different needs. As far as being Sacred Heart, I think the religious will have to answer that question—I'd say, as I understand it, that they certainly don't have the corporate involvement that we have here. We have a corporation of religious who elect trustees—I do not think that's the case at Manhattanville. I think the Board of Trustees there is primarily responsible for the direction of that institution, and it's primarily a lay board. Here we have a dual kind of situation where the Corporation is responsible for the election of trustees, must be involved in any transactions relative to building or dissolution of properties of the College, and must approve any change in the by-laws. And a number of trustees on the board are



*“ ‘Catholic’ means so many different things to people . . . ”*

still religious, along with some significant lay people. I think what Manhattanville is trying to do is to maintain the institution, to keep as many Sacred Heart nuns there as they can, but I certainly don't think it has the same kind of involvement with the Society that Newton has.

We're swimming upstream; we're saying we want to remain private and sectarian (I hope in the better sense of that word) and a women's college—these are all difficult ways to describe a school today, and maybe in the long run the battle is going to be too difficult. All of our people have to understand that these are tough things. As you drop “Catholic” and become “non-sectarian,” as you drop “of the Sacred Heart” and become “non-Sacred Heart,” as you drop “women's” and become “coeducational,” as you drop “private” and become “state-supported,” it becomes, in a sense, easier to survive. Now if you have a good institutional program going, which Manhattanville has, then I think you will survive. Newton too has a good academic program but we are describing our institution with a number of qualities, and each one of them raises a lot of questions for a lot of people.

**Mary Ford:** But I think it's very interesting to people that you have in fact chosen to join that battle, to take that stand. I think the question in many people's minds is: “Will Newton follow the Manhattanville pattern?” I think it's very important that people understand and know the directions and the goals of this college, and what they will become in the foreseeable future.

**Dr. Whalen:** First of all I think that I, as president of Newton College, will try to inform the Board of Trustees of the problems and issues facing higher education today and the role that I think the College can play at the present time. Certainly as long as I'm president, undergraduate liberal arts education will continue to be the thrust of this institution. We are not a vocational school or a teachers' college—we are basically an undergraduate liberal arts institution. We are going to have to emphasize some things that we'll be awfully good in—and we'll announce ourselves in relationship to these things within the liberal arts curriculum. I would also like to see us experiment. I think the graduate program we have right now is a very noble experiment—I hope that it

results in turning out teachers that are better teachers than the ones that have been traditionally turned out. I think our program is as good as any of the M.A.T. programs elsewhere, though we won't actually know that for a couple of years. It may very well be that these students will decide that what they have doesn't make them any better, and they may decide that it does. If they do, then we will have done a very worthwhile project. I'd like to see us experiment with a number of things at the undergraduate level as well.

As far as “women's college” is concerned, I think we want to remain a women's college. We want to emphasize the special interests and needs of women and we'd like to provide a place where women can assume leadership roles, and be creative. But we also want to make sure that this environment doesn't lead to a harem mentality. There *are* men here, we have cross-registration with other institutions, for example, particularly in the upper classes.

As far as I can do anything about it, we will have the Sacred Heart Society involved in the school—I think to lose the presence of the Society of the Sacred Heart would be to lose the value we have in the school.

There are many Catholic schools, but there are very few Sacred Heart schools. I don't think that I want this place to be simply "a Catholic school" any more than I want it to be a secular institution. The one thing that we have that makes it rather special is that it is a Sacred Heart Catholic school, and I think there's a difference. There's a certain style and quality of the Religious of the Sacred Heart that is unique, and people do appreciate the traditions of the Society. These religious have had an apostolate that is the education of women and they've done it well. The religious have had advanced degrees, they've had all of the credentials people are supposed to have, but they've also had a personal commitment. A Ph.D. in history is fine, but a Ph.D. with Mother Quinlan's [professor of history at Newton, and dean of the College from 1953 to 1971] commitment is even finer.

I'm hoping the College will be attractive enough that through the years religious will still want to come here. As far as the Society is concerned, I would say it's got to remain here, or there'd be very few people, myself included, interested in remaining in the institution.

Now as far as the Catholic aspect of the thing is concerned, I think that's more difficult to describe because "Catholic" means so many different things to people. When you say "Catholic" some people think of required theology and philosophy for four years—that those requirements make it Catholic. Some people think Mass on Sunday makes it Catholic or weekly or monthly confession makes it Catholic. Again others think that being Catholic is to really have a knowledge of your faith, to understand the theology, to understand what the faith is all about.

Our Catholicity here at Newton is expressed in the presence of the religious on the campus. It is expressed in a good religion department that teaches courses in Catholic theology, in Christology, in faith, and at the same time is able to present other religious views and do them well. There's no reason why we shouldn't be studying religions of the world, but the major thrust ought to be the Catholic faith.

People say we don't teach religion any more—that's not true. We don't require people to take theology and philosophy; we don't require them to take languages either. It so happens that people are still taking languages in large numbers and people are still taking religion—and they'll continue to take it in large numbers if it's well done and the faculty is first-class.

In a required course, a good many of those present have absolutely no interest in what the professor is doing. I think, after a while, teaching a required course makes a faculty member a real second-class citizen. You know the students are going to be there, and you don't have to be special. I think our having a *good religion department* is an expression of our Catholicity.

Another thing we have on campus is the chaplaincy. The chaplain works with the Dean of Students' Office and the students participate in selecting their chaplain each year.

**Mary Ford:** And the chaplain does, in fact, live on campus?

**Dr. Whalen:** Right. And is available for liturgy and counseling almost all the time.

**Mary Ford:** Which is really a far more effective religious presence, as far as a priest is concerned, than when I was here.

**Dr. Whalen:** I think we've been singularly fortunate too in the kinds of people we've been able to attract—we've had some awfully good priests here who have really understood some of the problems that our women are facing.

So much of our time, it seems to me, is spent answering questions that nobody has asked, and so little time is spent addressing ourselves to the questions people really have asked. This is particularly true in the area of faith and religion. We're very good at giving the answers to students about certain aspects of faith and morals, but singularly unable to address ourselves to the things that students are raising questions about. And I think that's one of the thrusts Newton College could take, one of the roles we could play—addressing ourselves to the hard questions that everybody's asking about the Church today. Some of these things are really tough, but the very fact that they're difficult means that the best minds should be involved in answering them. Formal courses are fine, but I'd like to see us debating some of the major issues that are presently facing the Church, and getting some really first-rate people here who take different positions on things. The young minds of our students are not afraid of the answers, though there may be some of us who are a little older who are afraid, and so we don't really want to ask those questions. . . .

**Mary Ford:** It would be marvelous for students if the atmosphere here were one which would breed challenging questions and answers.

**Dr. Whalen:** I think that if we keep the religious here, if we have good chaplains, if we make sure the religion department is a good department—really academically solid—



these are ways of expressing our Catholicity. But required theology? Mandatory Mass? There's no way, really, to do that—it's not where it's at today. I'm pleased when I see the students participating in the liturgy—this is an expression of the fact that they do have an interest; a voluntary one that isn't prescribed.

**Mary Ford:** I wonder if you could address yourself to the question of Newton's future—why come to Newton? What is it going to be like here? What is your vision of the future?

**Dr. Whalen:** That's one of the most difficult things to talk about. I'd like to see Newton be *the* outstanding women's Catholic college in the country. I'd like to see Newton signify for women what Notre Dame signifies for men. In order to do that, we must gather support, we must have a national image. We have to spread out across the country, get our alumnae interested. We have to travel more, to get a real heterogeneous population from across the country—that's important. Then I think we have to decide what we're going to be, and I'd like to see four things:

1. *I think Newton should emphasize a first-rate science program.* I think that we have the facilities, the faculty, and the ability to provide both the professional kind of scientific training and that which is needed for the intelligent, educated woman of the future. They're going to have to make decisions about pollution, ecological problems, transplants, and all of those sorts of things—we ought to be enlightening women in terms of scientific concepts.

2. *I think I'd like to see us support the arts.* I really believe that our art program is well-established, and that we have a good faculty. Both studio art and art history are





good at Newton College and we have facilities in Boston that we can tap into. I'd like to expand in the areas of music, theatre, and dance—I think there's a whole thing that Newton College could do that would be very creative and very popular with our off-campus constituency as well as with our students.

3. *I'd like to see us examine the social sciences and the humanities at Newton and try to do as many of these things as well as we can.* Then we should select certain ones that we're going to be extremely strong in, for example, psychology, philosophy, and English. We want to do some things very well and be known for them.

4. *The department of religion ought to be strengthened.* We ought to emphasize it and we ought to make sure that we not only have an interesting faculty, but that we are constantly involving ourselves with people outside so that the issues that are really important relative to Catholicism: Christianity, faith, how Christianity responds to the problems of racism, poverty, and developing countries are examined. In order to get a true commitment to something, you have to have some kind of moral base, some position that you take, and Christianity, it seems to me, ought to emphasize that. I'd like to see us have the money to bring to Newton some of the really great scholars—for seminars, debates, and discussions. In that way, one of the other things we would be doing well would be taking on the issues, asking the questions, and creating a forum for intelligent discussion about the Christian conception of the world, so that when people leave here, they would not only be good chemists or good artists but good Christians. They would have some commitment, and understand why they felt committed.

That's what I'd like to see the College become. I'd like to see us emphasize a lot of other things too. I'd like to see us continue the international dimension that we have—the Society is an international order, and, until a few years ago, we were discouraging students from going overseas. We could do things not only for our students but for students from other countries. I was in Rome this summer and visited the Mother House of the Society of the Sacred Heart. What a fantastic place that would be for a base of operations. None of these things have really been taken advantage of.

I think that I'd like to see the college expand to include a few hundred more students—not that they would all necessarily be on campus, but if you have a larger number then some of them can be overseas, some can be working, etc. I wouldn't want us to build any more dormitories—I feel that that cliff-dwelling existence creates a lot of problems.

One of the things we haven't addressed ourselves to yet is the residence life style on campus. What have you heard about that?

**Mary Ford:** Older alumnae are feeling very threatened by the expansion of parietal rules. When they were at Newton it was unthinkable to have men in the rooms at all! Today it's probably unthinkable not to, for at least some hours of the day. I think alumnae are curious about the specifics of the situation, and wondering *who* is making the decisions?

**Dr. Whalen:** I guess there are a lot of rumors going around—let me try to put the situation into perspective. Last year the students presented to the administration a proposal that there be open visitation 24 hours a day. We discussed this, and I wrote a letter to the students raising a num-

*"The students were behaving in a very responsible way . . ."*

ber of questions and expressing a personal concern about what this does to the quality of life in residence halls, and what it really does for the *image* of the institution. I encouraged them to give some consideration to the fact that, although this is an area where the administration gave them responsibility five years ago, it does have an impact beyond their own scene. I thought the students responded extremely well last year. They basically agreed that there were problems and they felt the problems should be reviewed, so they decided not to go ahead with the program, but to pay attention to the fact that there was some concern on my part and on the part of other people. They decided to form a committee with parents, alumnae, trustees, students, faculty, and members of the administration to consider the issues. Now I think that's a very responsible way to respond. A lot of student groups on other campuses simply get out on the lawn and throw rocks through the president's window! One of the special things about Newton is that there's kind of "a Newton way". . . .

So this year the committee was formed and one of the things they decided on was that a letter should be sent, asking the parents what they thought. I was a little disappointed because a lot of the parents didn't read the letter—they read the first paragraph, and many of them assumed that the proposed changes had already taken place. And so I think many people's ire was raised, and the very good thing that the students were doing was, in a sense, negated. And as I've written to 200 parents who wrote to me, I thought the students were behaving in a very responsible way in examining the issue. We expect that there will be a recommendation some time in the next month or so relative to what

might be done in terms of visitation here at Newton.

My own feeling is that when you have this kind of visitation there are certain tradeoffs. You lose something in your residence life, and I've tried to point that out to students. When you have a different kind of structure, apartments, for example, it is really not a major problem.

When the vote was taken on parietals it was overwhelming—over 650 students voted in favor of the proposed changes. There's a myth going around that a small group of students—articulate and hostile—are really behind this thing. I'd say that the majority of students would like to have 24-hour visitation, at least for the time being.

**Mary Ford:** What is the visitation situation right now?

**Dr. Whalen:** About five years ago, the administration and Board of Trustees at Newton College gave to the student government the responsibility and authority for their own life style. That was either a very silly move, or a very wise one, depending on your viewpoint today.

**Mary Ford:** It was certainly consistent with the liberality of this College as I knew it from the beginning.

**Dr. Whalen:** It was consistent with the liberal values of the institution—the Society of the Sacred Heart was forward-looking. They also had a quality of student they felt they could trust—who would assume responsibility and authority very well.

The students have developed, very carefully and very slowly, a program for visitors to come in and be registered from 11 a.m. to midnight. Let's say I want to visit a room. I come into the dormitory, I must be registered, and the girl must come to





meet me. She then has the responsibility for my presence, to see that my behavior is appropriate for the dormitory. The students on the desk have the responsibility for seeing that all visitors are properly checked out at midnight. Basically our life style at the moment is a reasonable one. On weekends, the parietals are extended to 2:30 a.m. I'd much prefer to have our students having visitors and parties here, than someplace else; I have a little more faith in the way our life style goes. I think that up to this point things have worked fairly well.

I do feel that 24-hour visitation seven days a week opens up the possibility of visitors camping out and I know that this has happened in other institutions. The students feel they could police that, but I think it would be very difficult.

I've fought very hard at various institutions for having women regulate their own hours—I felt that there was no reason for a woman to be locked up when a man was able to come and go as he pleased. They're then exercising a personal option—to go or not to go—it has very little impact on anybody else. The thing we've done here is to try to create a fairly good security program. We've gotten a lot of support from the Newton police—they patrol the campus at night for us as a special favor.

I think that the life style here will change significantly if we allow 24-hour visitation. We are probably going to be faced with the question of

options. If it were possible for a student to make the choice of whether or not to live in a building that had 24-hour visitation, then the College would not be making the choice for them. I really would not support a total across-the-board change in life style for everybody. If the students have an *option*, that's a different thing from saying that the whole campus will have 24-hour visitation.

I would like the students to discuss these issues with their parents a little more. Parents have a stake in this institution—they give money to have their daughters come here. They do have something to say, and I'm glad that the students have wanted to get their parents involved.

Why do they want 24-hour parietals? If they left home, they'd go live in an apartment and have anybody coming to see them and staying as long as they liked. So they go to school—you say it's a different environment, but does it have to be so different? Well you say that the structure of the place doesn't lend itself to that kind of apartment living. They say, "There's no reason why I can't have visitors in my room if I want to, if I'm not bothering the people next door and as long as there is some control. Are you afraid I'm going to do something wrong?" Some will say that you're going to put temptation in their way, but that's never been the issue with me. If we had apartments, I don't think the quality of living would change, but with the present situation I think it would.

As far as regulation of their own hours is concerned, very few women leave the residence halls after midnight, but they do have the option. I suspect that we would have, with the exception of weekends, relatively few visitors in the dormitories. But it would be just enough to be disconcerting to a number of students.

But if the alumnae or parents think that orgies are going on here, *no*. Our students are acting the same way they do at home. They're basically products of their families and are mature and responsible for the most part.

One of the things I'd like to do here would be to modify the design of the existing dormitories so that for every two bedrooms there'd be a living room in the middle. This would mean you'd have to cut the occupancy by one third, but then at least you'd be able to put enough comfortable furniture in so that you would not be talking about being in people's bedrooms. If we ever do build any more housing here, I think it would consist of apartment units that would be appropriate not only for students but for faculty and staff.

I think in the future more adults should participate in the residence life. I think people of twenty can learn a lot from a forty-year-old, it gives some balance and makes for more realistic living.

*Several weeks after the above conversation took place, the Parietal Committee made its recommendations concerning 24-hour visitation. For further discussion of this issue, please refer to the article by Patricia Byrne '74 which appears elsewhere in these pages. (Ed. note)*

# The Graduate School

IN THE fall issue of the *Newsnotes*, we presented you at some length with a preview of Newton's graduate program in education, which got underway on July 6. The eighty-five students of that first summer are now on their year of internship, and are teaching at all levels in both open and traditional schools. Some are involved in changing the schools from within, several are working in Newton's SWC program, and others are involved in setting up new open schools.

During the year, the students are continuing to meet regularly among themselves and with faculty members, with some lengthier sessions being held over the vacation periods. Next summer the students will return to the College for the third component of the program. This will basically be the initial experience modified so that up to thirteen hours per week might be devoted to special, individual problems or projects. These might range from strengthening subject matter to personal therapy.

In a recent interview, Dean John Bremer, director of the Institute for Open Education, commented on the first six months of the program. Despite the hurdles always encountered in the first year of a new and revolutionary operation, John Bremer feels that "the program *is* a success, by which I would mean the students *and* faculty have been developing and learning. We've been able to deal with the problems that have arisen by turning them into opportunities for learning. . . . We have received many requests for admission to the program next year, but before making any admissions decisions, we are, of course, continuing to evaluate the program."

Bremer rates the eighty-five students as "superior. They're concerned, with a real commitment to

learn and to come to grips with the problems of education. They're an excellent group and very demanding, which is good."

With regard to possible changes in the program, Bremer commented that the only real change he would make would be to concentrate on the Boston area for internships. "There's sufficient interest within the general environs of Boston to support the program," he added. Bremer does not expect that the enrollment picture would change considerably, as he thinks that approximately 100 students in each year of the program (or 200 in any one summer) is a good number to deal with.

Newton's graduate program is self-supporting ("unfortunately," Bremer remarked), though it has received extensive publicity in newspapers and educational journals.





# The Institute for Open Education

A Point of View

Terry McKoy

I GRADUATED from Fordham in 1969, and my immediate goal as an able-bodied American male was a draft deferment. I found one, and, along with it, a teaching position. My primary concern was staying as far away from the military as possible, but the stagnant environment in which I worked caused me to develop an interest in teaching. This interest was stimulated by “liberal” reforms at the school which failed to change things. The same kids remained enthusiastic, the same majority was waiting to be trucked trance-like through American history, and the same trouble-makers caused trouble. After trying to cope with these problems and the other unique features of Catholic education, I began to look elsewhere and I found the Institute for Open Education at Newton. It sounded good, but I was apprehensive of the “Newton College of the Sacred Heart” tacked on to it, as I feared moving from one Catholic school with a liberal facade to another. Since the group interview in May neither dispelled nor reinforced that thought, I came to Newton on July 6 not quite sure what to expect.

Talk of function groups? Topic groups? Activity groups? And then, cardboard carpentry? Strange, but good strange. The people? An interesting and diverse group. But who’s staff? Only one person here with a tie—he must be it. These are some of the thoughts that went through my head on July 6.

In retrospect, sifting through the confusion, some things stand out, things that made the summer a success for me.

I felt a real lack of accountability to others. Cardboard carpentry—for whom? For yourself. Miss the seminar—who cares? You care. Responsibility and accountability were generated from *within* the individual.

Flexibility was also important. I went through two function groups, three topic groups, and three activity groups during the first week and a half. In the middle of the summer I changed one of my topic groups and my activity. As my needs became apparent, I was able to move towards their satisfaction.

With the exception of Dewey’s *Democracy and Education*, the absence of books during the experience was important. *We* were the material. Our thoughts and experiences, not the thoughts and experiences of others, provided the basis for our learning. The groups offered a chance for sharing, a chance for self-examination, a chance for reforming goals, and an opportunity to redirect efforts. When a group of Boston University graduate students visited, I was disturbed by their direction. They talked little of themselves, and lots about theories; little of life experiences, and lots about book experiences.

Some concern has been raised about the “academic rigor” of the program. *My* concern is with anyone who would make it an end; with anyone who would pursue it at the expense of personal development. The summer was valuable to me because I reflected on where I had been, why I had been there, where I was going, why I was going there, and, in the end, redirected myself. My sense is that being saturated with books to read and papers to write would not have accomplished this.

At present, I am an intern in the Home-Base School in Watertown. Home Base is part of the Watertown Public Schools, comprised of 100 students selected at random from a volunteer group, six full-time staff members, and four teaching interns from Newton. Home Base describes itself as follows:

“Its basic concept is that students



do not necessarily learn most effectively in the traditional setting of a formal classroom, and that a variety of learning possibilities can be obtained by using the great variety of learning possibilities outside the classroom walls.

"The entire Greater Boston area—and beyond—serves as a classroom for Home Base students.

"Any member of the larger community who has a skill to teach or knowledge to impart . . . can be a member of the Home Base faculty.

"Students have taken part in planning the new school from its beginning, and continue to play the primary role in its day-to-day administration. Decisions about the school's operation are made by students and staff together on a one-man, one-vote basis; and weekly 'Town Meetings.' "

My days at Watertown are spent teaching three courses (Economics, Latin American Studies, and Track);

coordinating a movie about Home Base; coordinating workshops; and distributing information to interested parties.

In all of these activities, I've found that my experiences last summer were extremely valuable. I have a direction in my courses that I didn't have before. I don't find content to be of primary importance; student interest is the focus. My concern is to stimulate, reinforce, and broaden the interest the students expressed by taking my course. My belief is that traditional high school courses don't turn out economists, but do turn off potential economists. So we move in whatever direction the students want.

I am constantly evaluating my courses and myself. The question I ask is not "What do they know?" but rather "Are they still interested?"

Having spent so many hours in groups over the summer, I've found that I can deal with them more eas-

ily. I'm trying to ask probing and not directive questions, as my goal is for students to realize *their* beliefs and not unconditionally accept mine.

During the summer I spent considerable time video-taping. If we can ever get a console this skill would be extremely valuable, both in my courses and to the school in general. In my track course, students could *see* the flaws in their techniques, rather than be told about them. For the school in general I could see the use of video-taping helping to minimize conflicts as the students could gain a sense of self and how that self affects others.

I am fortunate to be at Home Base. While other students in the Institute for Open Education must deal with a traditional structure, I am involved in forming a new structure. My problem hasn't been finding what limits the institution places on me, but rather what limits I have placed on myself.

# The Black Student at Newton





*When I first began to do the preparation for this article I spoke with several black students who expressed their concern about what I would say in the proposed piece. They were particularly concerned that I interview as many of their number as possible, in order to avoid stereotyping or generalizations drawn from the opinions of a few students. Though several were hesitant to speak to me for publication, they all finally consented to answer my questions. However, towards the end of my interviewing, one of the girls asked a question which I think had been at the backs of their minds all along: "Why," she asked, "are you writing this article anyway?"*

*The question of motivation is always of prime concern to me in my work as a writer and editor, and my selection of topics and approaches is never accidental. When I became editor of the Newsnotes, I expressed at that time what I felt was my primary goal—to present to all of you as clear and as accurate and as up-to-date a picture as possible of what it is like to be at Newton College in the '70's.*

*There are twenty-five black students enrolled at Newton College for the academic year 1971-72, less than 3% of the student body, but certainly a vocal and active minority. And since their view of what it is like to be at Newton is such a different one from what has previously been presented to you in these pages, and is, at the same time, a very real part of being at Newton College today, I thought it important for you to try to see and understand Newton through their eyes.*

*I am deeply indebted to the ten girls who shared their time and opened their minds to me—and mine to them. They are: Audrey Everett '72 of Philadelphia, Pa.; Lenecia Anderson '72 of Dorchester, Mass.;*

*Nina Mitchell '72 and Adrienne Williams '72 of Washington, D.C.; Charlie Lewis '73 of Poughkeepsie, N.Y.; Deni Latson '74 of Roxbury, Mass.; Karen Tatum '74 of Albany, N.Y.; Bonita Cox '75 of Natick, Mass.; Pat Plummer '75 of Mattapan, Mass.; and Jacqueline Ivey '75 of Roxbury, Mass. I learned a good deal doing this article, and I hope you will learn from reading it. (Ed. note)*

SERIOUS RECRUITMENT of black students for admission to Newton College began in 1968. The total enrollment of blacks is now twenty-five, though, according to Ms. Markey Burke, director of admissions, Newton hopes to eventually expand its total black population to approximately 10% of the student body.

For the last couple of years, Newton has more actively involved herself in the national recruitment of blacks. Black College Days for area high school students have been held on the campus, and the attendance at the most recent one in the fall of 1971 was well over seventy students.

NSS-FNS (The National Scholarship Service and Fund for Negro Students) holds College Days throughout the country, and Newton was represented by RUTH CRADDOCK '64 (president of the Chicago Club) in Chicago, and MARY DOWNS '70 of Newton's Admissions Office in New York, in the spring of 1971. In 1972, Newton will send representatives to NSS-FNS College Days in Chicago, Philadelphia, Newark, and New York.

This year Newton has also done extensive recruitment at predominantly black high schools in Chicago, New York, Boston, and New Bedford (Mass.).

Black faculty and administrative staff members at Newton number

only two at the present time: Ms. Dorice Wright, assistant academic dean, and Mr. James McClain, instructor in history, who serves as advisor to the minority groups. In this capacity he acts as liaison between the administration and the Black Student Organization, and is available to give counseling to black (and other minority group) students.

The Black Student Organization was formed in the fall of 1970—according to co-heads Charlie Lewis '73 and Adrienne Williams '72 (both interviewed below) it serves as a unifying force and a channel for communication. "It's our whole outlet," Charlie remarked. "We organize things like parties, but it goes a lot further than that."

"It keeps us in touch with other organizations of the same kind around the area," added Adrienne. "It provides some type of base for the new freshmen who come here. . . . There's also been a change in the general attitude of the school [since the formation of the B.S.O.]. They recognize us now because they have to—the B.S.O. is a power base they've got to deal with."

*"We don't need any people who are black and just happen to be around . . ."*

**□ Do you feel that Newton has been slow in admitting larger numbers of black students? Do you feel they are making a sufficient effort now?**

**■ Charlie:** There are the same number of black freshmen this year as there were in the fall of 1969. . . . Certain people in admissions are making an all-out effort; but not the College as a whole. Financial aid and admissions should work hand-in-hand, but they don't really seem to. *Deni* (who works in admissions): I think they're putting more of an effort into recruiting now. Since we've had the Black College Days, more students seem to be attending them and to be applying.

*Karen:* They've been slow—most definitely. The black enrollment is only twenty-five students. They are trying now—we're pushing them—we go over there and say: "What's the story?"

*Adrienne:* They have been making more of an attempt now through the combined efforts of a few people here who are interested in the black students themselves.

*Audrey:* It's been slow. However, the Admissions Office was very cooperative with us when we asked them to do more black recruitment last year—we said we'd be willing to help. The real drawback is the obscurity of financial aid. It's just not clear what you can get—when and how much. One of the biggest drawbacks this school has as far as admitting black students is concerned is the problem of communication.

*Lenecia:* There have been quite a few changes since I first came here, but the admittance of blacks hasn't increased as rapidly as it should. The Black College Days are good.

*Pat:* They shouldn't have just started trying to get black students here—they should have started a long time

ago. They're making a better effort now than they ever made before—I had [in high school] never heard of Newton before Black College Day. *Jacqueline:* They do make an effort to attract black students but not an all-out effort; there are plenty of other ways they could attract students. Newton College has, for example, not been represented at Black College Days at area institutions. *Bonita:* It's been slow in the past. But they're doing a pretty good job now.

*Nina:* Very slow. Maybe they're making an effort as far as recruitment is concerned, but they've got to make a real financial commitment. Recruitment is irrelevant without enough money to bring large numbers of black students on campus.

**□ How successful is the black-white relationship here?**

**■ Charlie:** I don't particularly care—I'm very happy here on the black floor.

*Deni:* I haven't had any problems—I've made a number of white friends.

*Karen:* Some of them [whites] try but you can see how phony they are—I'm used to this because I went to the same type of high school. We [blacks and whites] can only have a limited relationship—I couldn't hang with any of them.

*Adrienne:* There is a difference between the white students who know us personally and those who know us only as "the black students on Keyes North, first floor." A lot of rumors have been going around, that no whites are allowed on the black floor, etc. I don't care too much.

*Audrey:* The school is just a microcosm of society—there are some [blacks and whites] who have good relationships, but on the whole there's a very wide gap.

*Lenecia:* My relationship with whites is good.

*Pat:* I don't know many of the white students here.

*Jacqueline:* I don't have much contact (outside the academic) with the white students. We say "hi," but we don't sit down and really talk.

*Bonita:* I'm indifferent—I haven't had any hassles with any white students—I don't *know* any of them.

*Nina:* Collectively, I'm indifferent. Maybe there are one or two white students here that I have any type of relationship with. I've only been here one semester—when I got here I was busy catching up on my requirements—I was into my own life and not really concerned about making friends.

☐ **Do you think racism is present at Newton? If so, what forms do you think it takes?**

■ *Charlie:* Sure there's racism on campus—we've all experienced it, from the faculty on down, though the professors have been more blatantly prejudiced towards the Spanish-speaking students.

*Deni:* There's a type of racism—just by ways of communication. People misinterpret a number of things, and there is ignorance on the part of the white students. I don't know if I'd really call it racism—it's more of an attitude.

*Karen:* It exists to a certain extent—particularly on the part of the faculty. You can tell by the way some

of them look at you that they wish you weren't in the class.

*Adrienne:* Definitely—people seem to think we're dumb and try to talk around us. Then there are personal racist things that have happened.

*Audrey:* Racism is here.

*Lenecia:* I don't know whether it's racism or not—a professor might seek you out if you don't go to a class—you might not do as well as the other students, even if you really do take an interest and attend all the classes.

*Jacqueline:* Racism exists at Newton College. A small clique of students alienates you—they let you know you're not wanted in certain clubs and activities.

*Bonita:* I haven't been up against any.







*Nina:* There's probably a personal racism on the part of people who are ignorant of black students, or of *any* group they don't belong to. It's hard to define racism—in effect any school that is only 3% black must have some racism somewhere. Why aren't there more black students being educated here?

**□ Why do you prefer living on the black floor?**

■ *Charlie:* I'm a lot more relaxed here now than I have been in the past two years. This is actually the only place on campus where there is what we could classify as a community. It's generated by the fact that

we're all black—we have the same background; we have a whole culture thing here we couldn't find on the rest of the campus.

*Deni:* My roommate and I decided not to live on the black floor but to live with the friends we made last year—to avoid any hassles.

*Karen:* I'm living in a community with most of the black girls on campus—it's a better atmosphere—most of us dig the same things.

*Adrienne:* It's a more comfortable atmosphere, we have common interests—and it's good academically, too. Before, black students had to go across campus to get help from other black students in their majors.

*Audrey:* Living here is more realis-

tic, more comfortable. I don't feel strained, I can be myself. It's easier for the incoming black freshmen, since they prefer to live with other black students, at least until they get adjusted.

*Lenecia:* It's a new experience for me—there's a more cohesive unity between blacks. We can hear each other's problems now—and it makes for a better relationship with the whites—if they come here you know they really want to see you and aren't just going to use you.

*Pat:* Otherwise you couldn't really be yourself—you'd have to watch what you did and what you said.

*Jacqueline:* I prefer a predominantly, but not totally, black floor, the way it is now. It's not a hassle, because for once you're not in the minority. When you're in a minority you've got to walk a crooked line.

*Bonita:* Because we're such a small part of the college community we've got to stick together—we'd never all have met each other otherwise.

*Nina:* I felt I was on display living with all white students. Besides, I don't want to live around them when I get out, so why should I live around them here? I have more in common with my own people—we have common problems, as well as a mutual feeling of warmth and community.

**□ Do you think the black students at Newton have an adequate social life?**

■ *Charlie:* I don't attend any campus functions sponsored by the Social Committee—we just don't have the same interests. [Charlie was a member of Social Committee as a freshman, and spoke of how she put effort into functions that had no real meaning for her.] I always suggest that freshmen wait at least a semester before getting involved in anything. I wish the black students could

take the money we give to Social Committee; we could have some of the most dynamite events ever held on campus.

*Deni:* We make our own social life. The Social Committee doesn't plan things with minority groups in mind—we make our own fun.

*Karen:* The only social life we have on campus is what we make ourselves—no one comes to the mixers but white guys.

*Adrienne:* Our social life is apart from Newton functions and I prefer it that way. Newton couldn't do anything socially to satisfy me, even if it did try to cater to black students.

*Lenecia:* I've only participated in black activities.

*Pat:* As far as Newton is concerned, they don't provide anything. Any social life we have we've got to provide for ourselves.

*Jacqueline:* Black students have to make their social lives themselves. What Newton has to offer just does not relate to black students.

*Bonita:* No, not at all; we have to go out and make it.

*Nina:* There's a problem because of the location—there are not many black guys in the area. Anything we do we've got to bring here ourselves—it's up to us to find our own entertainment.

☐ **Do you feel that black students are sufficiently represented on college-wide committees, organizations, Student Government, etc.?**

■ *Deni:* I think they're sufficiently represented on Student Government.

*Karen:* We're into anything that we want to be into.

*Adrienne:* There is not a lot of black representation. . . . Most of us feel that things around here are not of interest to us anyway—though we could probably participate more if





*we wanted to.* Most of us are interested in getting out, not in going to the Christmas Dance.

*Audrey:* If more was wanted or needed, we could get into anything.

*Lenecia:* There's been more of an attempt to include blacks in many of the organizations.

*Jacqueline:* I think black students have a voice in everything that goes on in this school. [She is one of two freshman representatives to the Student Senate.]

*Nina:* No. Proportionately there aren't enough of us.

☐ **Would you like to see more black faculty members and administrative staff at Newton?**

■ *Charlie:* Since we've had Mr. McClain, we've known what we're going to do about financial aid, etc. He is the black advisor, and helps us with financial and academic problems. . . . We *don't* need any people who are black and just happen to be around.

*Deni:* Most definitely. And more black history courses.

*Karen and Nina:* Definitely.

*Audrey:* I would like to see more black faculty members—a lot of departments are lacking courses that could widen the academic scope of the school.

☐ **Would you encourage black high school students to come to Newton?**

■ *Adrienne:* We have, through the Black College Days. Anybody who really wants an education should come.

*Audrey:* Yes. If you can get in, you can get a decent education. If only the Financial Aid Office could let prospective black students know how much they could expect and under





what conditions—as it stands now it's a little ambiguous.

*Lenecia:* Now I would, though I wouldn't have before. With the establishment of the black floor, the attitude of everyone has changed; the black students are happier.

*Jacqueline:* Newton is a good school and it has a lot to offer academically.

I would suggest that incoming freshmen try to get to know everybody [students, faculty, and administration] as soon as possible, since *they've* got the upper hand.

*Bonita:* Yes. They'd get a good education.

*Nina:* It would depend on their interests and whether they could get

enough money to come here. It would also depend on whether or not the department they were interested in was strong. Not every black student could cope with a situation such as this. We are totally isolated from the black community here, and in many instances the black perspective is overlooked.

# What Does It Mean To Be an Alumna?

## A Look at the National Picture

When the class of '72 graduates in June, the total number of Newton College alumnae will pass the 3,000 mark. They live in forty-four states and thirty-five foreign countries. And fully half of those alumnae have graduated since 1965.

With the Alumnae Association increasing in size and scope as it was, it became more and more obvious that Newton's method of dealing with her graduates was going to have to change. Newton would have to have different modes of cataloguing them, communicating with them, organizing them, meeting with them, and keeping them in touch with the College and her needs.

In the fall of 1969, CATEY HOWELL LONG '65 became Newton's first director of alumnae affairs, a position in which she was succeeded in 1971 by Sister Claire Kondolf, treasurer of the Newton College Corporation. The position was created to facilitate the formation of tighter local and national alumnae organizations, to provide a clearing house for information about alumnae activities, and to serve as a channel of communication between the College and her graduates. It was at about this same time that this magazine began going out to alumnae, parents, and friends of the College on a regular basis—that was the beginning of more adequate communication.

Dr. Whalen began visiting local groups of alumnae throughout the country, introducing himself, expressing his hopes and plans for Newton's future, and drawing the alumnae more tightly into the greater College community—those were the first of many meetings.

And now, in 1972, plans are finally being completed for a new or-

ganization of alumnae. Taking office in the fall of 1971 were the five members of Newton's National Alumnae Council, the new governing body of the alumnae. These council seats replaced the old Alumnae Association offices of president, vice-president, secretary, and treasurer. The five council members are: MARY FORD WHALEN KINGSLEY '56 of Wellesley, Massachusetts; JULIE HALLERAN DONAHUE '61 of Brookline, Massachusetts; KATHY WILSON CONROY '64 of New Rochelle, New York; MARY PRENDERGAST KALAGHER '56 of Potomac, Maryland; and SUE BEARDEN McNAMARA '65 of Glencoe, Illinois.

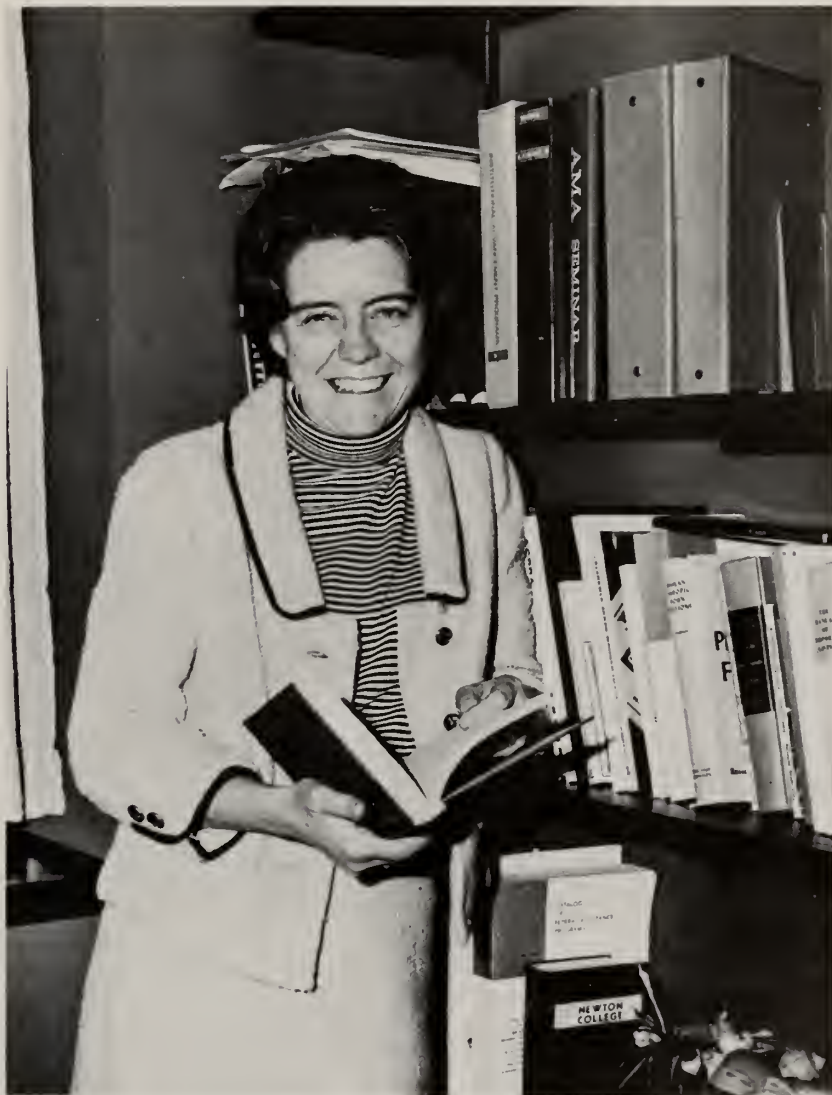
Reorganization would extend on down to all the local clubs. Near the top of the list was the necessity of breaking down the unwieldy New York and Boston clubs into more manageable units. Under the impetus of KATHY WILSON CONROY '64, New York has been successfully divided into five parts or chapters, with five individual presidents. These include: New York City—JUDY MULLEN CONNORTON '66; Westchester—DOTTIE BOHEN GRAHAM '59; Lower Connecticut—SUSAN ROY PATTEN '64; Northern New Jersey—BARBARA FORTUNATO HURLEY '62; and Long Island—MARTHA MORGAN KENNY '64.

As we go to press, plans are being completed for the division of Boston area alumnae into metropolitan, North Shore, South Shore, and western suburban chapters—these would follow the geographical divisions of the telephone company directories. President of the current Boston Club is JOAN DONOHUE O'NEIL '61.

Other clubs in operation at the present time and their presidents are: Chicago—RUTH CRADDOCK '64; Cleveland—DOROTHY DIENHART ROTOLO '53; Connecticut River Valley—MARY PEIRCE CONNER BURKE

'63; Detroit—MAUREEN WHITE  
MERCIER '59; Philadelphia—GLENDA  
LASALLE KEENE '59; Rhode Island  
—ANNE MCCARTHY CONLON '66;  
and Washington, D.C.—MAUREEN  
HARNISCH '66.

The alumnae office at Newton,  
under the direction of Sister Claire  
Kondolf, and the National Alumnae  
Council will attempt to work with  
the alumnae nationwide, organizing  
existing clubs and chapters and set-  
ting up new ones. *Any geographical  
group of twenty or so alumnae is en-  
couraged to establish itself as a local  
chapter.* Newton can keep in better  
touch with smaller groups, and the  
groups can be encouraged to do lo-  
cal admissions recruitment work in  
their more varied areas. Plans are  
currently underway for the forma-  
tion of new chapters in cities such as  
Cincinnati, St. Louis, San Francisco,  
Miami, Rochester, Hartford, and  
Springfield (Mass.).



Sister Claire Kondolf, director of alumnae affairs, is spearheading alumnae reorgani-  
zation.



Support the 1971-72 Annual Fund  
College of the Sacred Heart • Newton  
donation must be received by June 30  
Annual Fund. *General Chairman:* Joseph  
President, Franklin National Bank, New York  
*Associates Program:* William Sheskey,  
Whitman, Massachusetts • *Chairman,*  
(Whalen '56) Kingsley, Wellesley, Massachusetts  
*Committee:* Thomas J. McGann, Executive  
James Talcott, Inc., New York, New York

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· Massachusetts 02159. Your  
th to be included in this year's  
ome D. Twomey, Executive Vice  
w York, New York · *Chairman,*  
President, Kayser-Roth Shoes, Inc.,  
*Alumnae Committee: Mary Ford*  
ssachusetts · *Chairman, Parents'*  
ative Vice President & Director,  
ork

*"We have to express our faith in a way which is meaningful in the twentieth century . . ."*

### **But What Have They Done Lately?**

**BOSTON:** An informal discussion sponsored by the Boston Club entitled "Are Your Children Going To Be Catholics? What Are You Teaching Them?" was held at Newton on November 22, and attended by over fifty alumnae. The discussion was led by Sister Margaret Gorman, chairman of the psychology department and director of the division of social sciences and religion, and Sister Lyn Osiek, a student at the Harvard Divinity School. In discussing the topic Sister Osiek remarked: "Just as Newtonian physics would not be adequate for space travel, so the scholastic theology which really dominated Catholic thinking for several centuries is no longer adequate to face the kind of situations and problems that we have today. . . . We have to express our faith in a way which is meaningful in the twentieth century. . . . We have to educate children not only to be able to know what they think and what they believe, but also to be open to the way others think and to have some kind of interaction with them."

**CHICAGO:** On November 14, members of the Chicago club gathered at the home of SUE BEARDEN MCNAMARA '65 to meet with President Whalen and Sister Claire Kondolf of the Alumnae Office. Among those present at cocktails and dinner were: NOEL LANE MORGAN '53, MARY BETH O'RILEY FELLINGER '57, JOAN SEXTRO '58, BONNIE WALSH STOKLOSKI '59, JOAN HAGGERTY EGGERS '59, MARY ALICE MALLOY '61, GINGER WURZER O'NEAL '62, KATHLEEN O'RILEY BURDICK '63, PAT THOMAS GASS '64, MARY JOYCE O'KEEFE DICOLA '64, NANCY BABY KEMPF '64, RUTH CRADDOCK '64 (Club Presi-

dent), MIM CROWLEY '64, CONNIE FARRELL SULLIVAN '66, and JEAN SULLIVAN TOBIN '68.

**NEW YORK:** A planning session for the New York area was held on October 24 at the home of CATEY HOWELL LONG '65. A second meeting was held at the 91st Street Convent of the Sacred Heart on December 5. This second meeting was attended by Dr. Whalen, Sister Kondolf, and approximately twenty alumnae, and was the first of a series of meetings to be held in small groups throughout the New York area.

**RHODE ISLAND:** A luncheon of the club was held on November 23 in Providence, at which Dr. Whalen was the guest speaker. Sister Kondolf also attended this luncheon, at which about twenty alumnae were present.



## Some Names and Addresses

### ALUMNAE COUNCIL

Mary Ford Whalen Kingsley '56  
30 Bancroft Road  
Wellesley, Massachusetts 02181

Julie Halleran Donahue '61  
226 Dudley Road  
Brookline, Massachusetts 02146

Katharine Wilson Conroy '64  
791 Webster Avenue  
New Rochelle, New York 10805

Mary Prendergast Kalagher '56  
8609 Fox Run  
Potomac, Maryland 20854

Sue Bearden McNamara '65  
786 Vernon Avenue  
Glencoe, Illinois 60022

### CLUB PRESIDENTS

#### *Boston*

Joan Donohoe O'Neil '61  
25 Morse Road  
Newtonville, Massachusetts 02161

#### *Chicago*

Ruth Craddock '64  
1255 Sandburg Terrace, Apt. #509  
Chicago, Illinois 60610

#### *Cleveland*

Dorothy Dienhart Rotolo '53  
3104 Falmouth Street  
Shaker Heights, Ohio 44120

#### *Connecticut River Valley*

Mary Peirce Connor Burke '63  
94 Plymouth Lane  
Manchester, Connecticut 06040

#### *Detroit*

Maureen White Mercier '59  
436 Washington Road  
Grosse Pointe, Michigan 48236

#### *New York City*

Judith Mullen Connorton '66  
309 Avenue C  
New York, New York 10009

#### *New York (Westchester)*

Dorothy Bohlen Graham '59  
7 Laken Terrace  
New Rochelle, New York 10801

#### *New York (Northern New Jersey)*

Barbara Fortunato Hurley '62  
22 Yale Terrace  
Montclair, New Jersey 07043

#### *New York (Long Island)*

Martha Morgan Kenny '64  
36 South Drive  
Plandome, Long Island, New  
York 11030

#### *New York (Lower Connecticut)*

Susan Roy Patten '64  
83 Buttonwood Lane  
Darien, Connecticut 06820

#### *Philadelphia*

Glenna La Salle Keene '59  
320 Stafford Avenue  
Strafford, Wayne, Pennsylvania 19087

#### *Rhode Island*

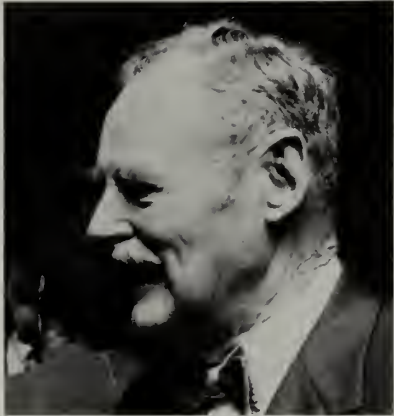
Anne McCarthy Conlon '66  
145 Don Avenue  
Rumford, Rhode Island 02916

#### *Washington, D.C.*

Maureen Harnisch '66  
668 Maryland Interstate  
Maryland Avenue, N.E.  
Washington, D.C. 20002

*Photographed at the September 24-26 Alumnae Weekend were: top, Kathy Brosnan Dixon, Carol Hibbert Lynch, and Marilyn Flynn McGuire, all members of the class of '66; center, Sister Elizabeth Sweeney, Provincial of the Washington Province of the Society of the Sacred Heart, and Catherine Rogers '51; and bottom, Joan Donohoe O'Neil '61.*





*Others seen at Alumnae Weekend Festivities included: top, President Whalen and Patricia Ryan Grace '66; above, Sister Loretta Santen and Ms. Gillian Whalen, wife of the president; and left, trustee Roger Putnam.*



## Our Fathers

Peripheral to, but closely allied, both in origin and organization, with the Newton College Alumnae Association, is the Fathers' Club. This is currently undergoing a reorganization and a national board is being set up. Mr. John N. Burns of Cohasset, father of Martha '72 is president of the club. Most of the board selections have not yet been finalized, but it will include Mr. William J. Gilbane of Providence, father of Helen '74 and Mr. Richard H. Nolan of Boston, father of Mary F. '55, Audrey '58 and Mary T. '74. Stay tuned for further particulars.

## Children of Mary

Newton's "Children of Mary" have met regularly through the years since the earliest days of the College. With the evolution of the concept of Marian Sodalties and the emphasis on Christian community living, husbands have been urged to join their wives at the meetings.

One night a month, a group of alumnae from Newton and other Sacred Heart schools and their husbands come together in Barat House on the Newton campus to celebrate the Liturgy, listen to some thoughts by a guest priest, and have a discussion over coffee.

The format of the meeting is flexible, the size of the group is usually between five and fifteen. The Liturgy is palpably a Eucharistic meal around a table. Some of the discussion topics have included: the "new" morality, a summary of old and new theological models, and the Berrigan brothers. One of the participants has commented: "Because the meetings are small, there is the opportunity for an honest interchange of thought and for growth in the understanding of new points of view and new op-

tions offered to mature Christians. The Church's urgent need for men and women who reflect a Christian way of life coincides with our own need to grapple with and to articulate some of the problems with which a complex world confronts us. The priests who come to celebrate the Eucharistic liturgy with us and then stay to help us in our discussions have, it is true, no easy answers. Yet, as we talk together, we come to realize the strength there is in our solidarity. We are inspired with fresh hope for the Church and for the world. Living in a period of cultural transition, a period of questioned values and of a challenged ethic, we can help one another to discover Christ's message anew, operating today in the context of our present age, and requiring a deeper understanding and a firmer commitment than ever before."

The meetings for the remainder of the year will be held on March 25 (Day of Recollection), April 13, and May 11. Please contact Sister Claire Kondolf in Newton's Alumnae Office for further particulars about these meetings.

## AASH and AMASC

These organizations comprise the national and international memberships of alumnae of Sacred Heart convents, schools, and colleges throughout the world. The Associated Alumnae of the Sacred Heart (AASH) is the U.S. and Canadian organization, and its membership is astronomical. (All members of alumnae associations of the individual schools hold membership in the AASH, since the individual alumnae associations or schools pick up the tab for the annual membership dues.)

NANCY BOWDRING '56, former president of the Newton College Alumnae Association, is executive vice president of the AASH and will assume the presidency next year. In a recent interview, Nancy commented on the history, goals, and future of the AASH.

The AASH was founded in 1935, and Nancy stressed that she "would consider the AASH a service-oriented organization. It was started to help the schools, the religious, and the students."

During World War II, for example, the AASH was instrumental in getting food and vitamins to devastated convents in Europe, and was thus responsible for saving the lives of thousands of students and religious. And again in 1961, the AASH provided help to hundreds of Cuban refugees in Miami.

The AASH has met in conference every two years since 1935, except during World War II. The most recent conference was held in Detroit in May, 1971, and attended by 400 (although Nancy pointed out that conference attendance usually numbers upwards of 600). This number included 68 delegates from schools around the country, 38 alternate delegates, 124 Detroit area alumnae, 135 out-of-town alumnae, and a number of religious. Unlike previous

conferences at which those attending sat for three days listening to reports, the Detroit Conference was organized into discussion groups and workshops. Topics discussed included organizing AASH nationally, planning regional meetings and projects, student exchange between Sacred Heart schools both nationally and internationally, and organizing continuing education for alumnae and friends.

Three resolutions were adopted and sent from the conference. A resolution affirming the right to life of the unborn child was sent to the American Bishops, and resolutions opposing war and urging fair treatment of prisoners of war were sent to Congress, the Bishops, and the United Nations.

Upcoming conferences will be held in San Francisco in 1973 and in Boston in 1975.

Nancy laid particular emphasis on the work of the AASH in two areas: the Student Exchange Program and the Emergency Loan Fund. Through the Student Exchange Program, a group of Sacred Heart high school students have been able to spend a semester in another Sacred Heart school in a different part of the country. Besides making new friends, they have been able to learn of the different cultures that other cities have to offer.

The Emergency Loan Fund, which is supported by alumnae donations, provides loans to seniors in Sacred Heart Colleges who might be prevented from graduating due to an emergency situation.

AMASC (the letters refer to the French title) is the World Association of the Alumnae of the Sacred Heart. This association holds international council meetings of interest to all graduates of Sacred Heart schools around the world. Ms. Ignacia Areyzaga y Cavero is the pres-

ident of the world association, which works primarily in Europe and in close association with the central government of the Society of the Sacred Heart. AASH sends its delegates to the AMASC conferences; the most recent was held in Palma de Majorca from January 30 to February 6 of this year. Topics of interest to all friends of the Sacred Heart and the alumnae's part in today's world of change were discussed. (An interesting footnote here: the Majorca alumnae offer an apartment free of charge for the use of Sacred Heart alumnae throughout the year.)

AMASC promotes the Society of the Sacred Heart around the world, recruiting students, and emphasizing charity, justice, social justice, and involvement in the third world. At the present time, at the urging of Mother General Concepcion Camacho, R.S.C.J., the AMASC is attempting to become more involved in the overall pastoral action of the Church in the various countries; to insert itself in the Church's apostolate in already existing organizations, and, in Mother Camacho's words: "To participate in the Church's movements, with a vital sense of its responsibility in the social order and in the name of a faith that is both living and lived out in its personal and communitarian dimensions."

AMASC publishes a small magazine which may be subscribed to through Newton's Alumnae Office, or directly through Ms. Blanca Nerecan De Ugarte, Apartado 822, San Sebastian, Spain.

*Sacred Heart alumnae on the national and international levels.*

# The Parietal Issue

Patricia Byrne '74

IN THE last issue of Newton *Newsnotes*, an article describing student responsibility in the area of regulating social policy included a reference to a committee that had been established to examine the feasibility of twenty-three hour visitation in the dormitories of the College. This group, which has come to be known as the Parietal Committee, included two alumnae, one faculty member, two administrators, one member of the Board of Trustees, and two parents, along with nine students. The committee examined twenty-three hour paretals in the light of the larger perspective of the future of Newton College, and so it found itself faced with many issues much more basic to the College than paretals.

When this committee met in the fall of 1971, it was the first time that people representing all areas of the college community had gathered to discuss an issue of importance. Therefore, the members were dealing with the problem of how to communicate a clear picture of Newton College to the off-campus community, as well as to the students, faculty, and administration. This is obviously best done through discussion and personal contact. The committee decided to initiate this discussion by sending a letter to all parents of students presently attending the College, giving them a bare outline of the parietal issue. From the response the Dean of Students' office received to this letter, and from the discussion which ensued on Parents' Weekend, it appeared that we had the beginnings of some open communication. The committee hoped that the parietal issue would be just the basis of discussion for larger issues affecting the College.

In dealing with the specific issue of twenty-three hour visitation, the Parietal Committee composed a pro-







posal to be brought before the student senate which would allow for the rights of every student in the dormitories, and would also make it necessary for the term "student responsibility" to become a reality. On December 8, after an hour and a half of debate, the student senate passed the proposal, which made twenty-four hour parietals *on weekends* legal on the campus, provided that every floor in the dorms could come to total agreement upon it. That is, the issue of parietals will now be brought back to the dormitories, and conditional upon a one hundred percent vote on every floor, the parietal hours will be from 11:30 am to 12:00 midnight Monday through Thursday, and from 11:30 am Friday to midnight Sunday. This implies that there will be some floors who will accept extended weekend parietals, and some floors who will reject it, but it also implies that much serious discussion will be taking place in our dorms, and that every student will take responsibility for her decision.

The passage of this proposal does not mean the end of the parietal issue on the Newton College campus. It does, however, mean the beginning of dealing with all issues of importance to the College in a larger perspective. It means the beginning of diverse groups of people, all of whom share an interest in the future of Newton, coming together on that common ground. The parietal issue is an important one, but it is by no means the most important one the College has faced or will face. But it is hoped that the facing of that issue is bringing about a larger understanding of what we mean when we say we are a learning community.

# Campuscope

## Programs

Student counseling services at Newton have been expanded to include employment counseling and increased personal and academic counseling. Job counseling is newly available in the Career Counseling Office two days a week. In the area of personal counseling, students from the Boston Theological Institute are on campus several days a week to talk with students; and two priests, Father McCall, and Chaplain Father Braunreuther, are available for counseling throughout the week. In the area of academic counseling, each freshman is now assigned to a faculty member and an upperclassman, who then work together to help the student with any problems which might arise.

## Lecturers

A press conference with Ian Forman and Muriel Cohen, education editor and writer for the Boston *Herald Traveler*, was sponsored by SCOPE (Student Commission on Progressive Education) on September 23. Both Mr. Forman and Ms. Cohen stated that in many instances an alternative to the present educational system developed as a result of a crisis situation. Mr. Forman also stressed the need for active participation on the part of colleges in alternative educational systems.

## Student Spotlight

Meg Barres '72 of Elyria, Ohio and Nancy Brouillard '72 of Belmont, Massachusetts, both chemistry majors, received NSF fellowships to spend the summer of 1971 in research programs at Brown University and Wheaton College respectively.

Norma Tanguay '72 of North Haven, Connecticut, 1971 president of Student Government, and Patty Coen '74 of Watertown, Massachusetts attended the American International Joint Student Union Conference in Washington, D.C. in October. The conference was sponsored by the U.S. National Student Association and hosted by Georgetown University. Its purpose was to focus on the situation threatening South Vietnamese students, and thus enable the attending students to examine and respond to conditions resulting from an American-installed government in Saigon. The secondary purpose of the conference was to give the foreign students the opportunity to learn about the American student movement.

Approximately twenty students representing Newton's English department and drama club formed a participating audience on the December 7 telecast of the WBZ-TV (Boston's Channel 4) news program, *For Women Today*. The show, hosted by Sonja Hamlin, had as its guests two improvisational actors whom the attending students had an opportunity to observe and question. Arrangements at Newton for the appearance of the students were made by Ms. Graeme Cole, assistant to the president; Mr. Frank Dolan, drama club moderator; and Ms. Rosalind Cowie, director of the division of language, literature, and communications.

Anne Berry '72 of Stamford, Connecticut was one of the panelists in a discussion entitled *Changing Curricula in Catholic Colleges* at a meeting of the National Catholic Education Association, New England Unit, held at the College in December. Anne appeared on the panel along with the president of Sacred Heart University, the vice-president of St. Louis University, an alumna from Rivier College, and a professor from Amherst College.

Diane Vigneau '72 of Bridgewater, Massachusetts, a biology major, has been accepted as a participant in the spring 1972 Undergraduate Honors Research Participation Program at the Argonne (Ill.) National Laboratory. She will be working in the Radiological Physics Research Division. Diane spent the summer of 1971 in a ten-week program at the Oak Ridge (Tenn.) Institute of Nuclear Studies.



## Staffacts

### Replacements and Additions

MS. MARKEY BURKE, director of admissions from February 1970 to June 1971, and currently part-time director of career counseling, has reassumed the directorship of the admissions program for 1971-72. She replaces Ms. CAROLE NERI who left the College in November to be married. Ms. NANCY HINES of the admissions office has assumed the responsibilities of the office of career counseling and will divide her time between the two offices for the remainder of the year. Ms. Burke will continue to supervise the development of the career counseling services for the rest of the year. In his announcement of the changes in staff, President James J. Whalen stated in part: "We are most fortunate to have Markey Burke, for she brings the continuity of leadership that we greatly need in this area. . . . Nancy Hines has done a fine job in the admissions office, and we hope that she will find the career counseling program to be equally attractive, and an opportunity to broaden her experience in educational administration. . . . I am very happy that we have the personnel depth to be able to make these changes in the administration, and I know that both jobs will be handled very well."

### Newsmakers Here

DR. UBALDO DiBENEDETTO, professor of Italian and Spanish, was recently written up at length in Boston newspapers for his revolutionary theories regarding Cervantes and *Don Quixote*. (See *Newton Newsnotes*, II, 3, July '70, pp. 6-10.) Ar-



ticles entitled "*Don Quixote* Seen as Political Satire" and "Quixote Really a Satirist?" appeared in the November 21 *Boston Globe* and the November 28 *Boston Herald Traveler* respectively.

### . . . and There

REV. FRANCIS M. CONROY, College Chaplain in 1969-70, is the newly appointed director of the Boston Roman Catholic Archdiocesan Draft Counselling and Information Service which opened in August. Father Conroy commented, as reported in the August 6 issue of the *Boston Globe*: "Four years ago it probably would have been impossible to establish this kind of an office here. But now the Vietnam War has made many Catholics face up to the madness of modern war, and so it is a lot easier to give draft counseling today. . . . Our job is to provide the information, the facts about the law and about the Church's position on war and the draft. We will take no sides in any of the problems, but we will support each youth in whatever decision he makes."

### Making the Rounds with J.J.W.

September—Was a guest at the home of Mr. and Mrs. R. Sargent Shriver in Hyannisport for a dinner attended by Mrs. Joseph P. Kennedy and some other members of the Kennedy family. Dr. Whalen spoke with the Kennedys about Newton and the Society of the Sacred Heart.

October—Travelled to New York City to meet with trustees and to work on the College's development program.

October—Attended the Annual Meeting of the American Council on Education in Washington, D.C.

November—Was guest speaker at a luncheon of the Rhode Island Club of the Newton College Alumnae.

November—Travelled to New York City to visit and discuss development with T. Vincent Learson, chairman of the Board of Trustees, and several other trustees. He also met with some alumnae, and on the following day met with other trustees and college fund raising counsel at a luncheon.

November—Travelled to Chicago and Pittsburgh to visit foundation groups in both cities. While in Chicago he met with parents and, along with Sister Claire Kondolf, was guest of honor at a dinner meeting of the Chicago Alumnae Club, held at the home of SUE BEARDEN McNAMARA '65, a member of the National Alumni Council.

December—Met with Jerome Twomey, father of Diane '70 and Carol '75, and Thomas McGann, father of Anne '73, regarding the Parents' Fund portion of the Annual Giving. He also met with two groups of alumnae, including about twenty alumnae who gathered at the 91st Street Convent of the Sacred Heart in the first of a series of small meetings to be held throughout the New York area. While in New York, Dr. Whalen was also a dinner guest of Mr. and Mrs. William Regan, parents of Grace '72.

December—Returned to New York to meet with Mr. Learson and to visit some friends and alumnae of the College.

January—Attended the Annual Meeting of the Association of American Colleges in Washington, D.C. and met with development and foundation people in Washington.

January—Travelled to New York and Washington, D.C. to meet with trustees and foundation people.

# Newton Books

## The Abduction

By Maxine Kumin

Harper and Row, 1971

*The author of The Abduction, a well-known figure in the literary world, is an instructor in creative writing at Newton, and began her literary career by writing children's books, more than twelve of which have been published. She is also the author of The Nightmare Factory, The Privilege, and Halfway (all books of poetry), and The Passions of Uxport and Through Doods of Love (both novels). In addition, her poetry has been published in a number of national magazines.*

*In writing a novel, Ms. Kumin usually begins with a character in a conflict which she wishes to explore. She does not know the outcome of the novel at the beginning, but instead writes to find out what will happen. She begins with half-formed ideas and then steals scenes and characters from life to resolve the conflict. Ms. Kumin, the mother of three children, likes to write for a few hours in the morning, feeling that if she can write two pages every day it is a great accomplishment.*



Photo by Jed Fielding

*Ms. Kumin, who joined the Newton faculty in September, holds a B.A. and an M.A. from Radcliffe. She served on the faculty at Tufts University for six years, and for four years was a consultant to the Board of Coordinated Educational Services in Nassau County, New York.*

At the end of Maxine Kumin's novel, *The Abduction*, the black child, Theodore, asks, "So where do I belong?" a question which, he insists, "I got every right" to ask. This question and a tentative answer form the thematic center of this intricate and compelling novel.

Theodore, whose father is dead and whose mother has returned to South Carolina, has been selected for an experimental education program for children from the slums of Washington, D.C. During the racial clashes following the assassination of Martin Luther King, he is abducted by Lucy Starr, Jewish, sensitive and separated from her husband, and taken to Carmel, California, where, Lucy hopes, her lover, Bernie Hoffman, will join them to complete her "family." Lucy's fantasy collapses when Bernie chooses to stay with his own family. Theodore's story, told in his own words, is woven through the stories of Lucy and Bernie to culminate in a section of his own, "All About Me Theodore." His question, like a momentary vision, casts light on all three characters. It not only reveals the potential of this gifted ghetto child, but it also underscores the ambiguity of the lives of Lucy and Bernie. While they may have assisted in his awakening, they have not answered and perhaps have never asked his question of themselves.

Lucy Starr, whose story is told in Part I, has suffered as the only child of two lawyers preoccupied with their profession. She has felt failure

in her marriage in her inability to give her husband sons. She has experienced the dissolution of that marriage after the death of her younger daughter. She has realized that even her older daughter, Cindy, who calls her to Germany during a temporary desertion by her German boy friend, no longer needs her. When she meets Bernie Hoffman during their mutual involvement in the education of ghetto children, Theodore becomes the symbolic child of their love.

Bernie Hoffman, whose story is told in Part II, is an Aryan German, who has been scarred by the accidental death of his father, the death of his sister in an air raid and by his adolescence in a Germany occupied by Americans. His passport to America is his marriage to a vacationing American girl. After four children, who, he feels, are not entirely worthy of him, a successful academic career and a series of affairs, he leaves the academic world for social action, and falls in love with Lucy. Bernie, however, has not the courage to risk his hard-won comfort and success for her. Taking his asthmatic wife and his children, he returns to academic life in California and does not heed the calls of Lucy to realize her fantasy with him and Theodore.

Each of these characters vacillates between their new relationship and the relationships of the past that reach into the present. Lucy, in visiting her daughter Cindy, would like to tell her of her own love for Bernie. She desperately wishes Cindy needed her as she, sensing Bernie's desertion, needs Cindy. Bernie easily accepts his daughter's living with an artist in Greenwich Village because he sees her happiness as parallel to his with Lucy; but he is blind to the warning of her attempted suicide when the artist moves back to his family. Theodore compares Lucy to his own

mother who has abandoned him. But after Lucy's breakdown, it is one of his own people who comforts him. Only when Lucy and Bernie meet at the hospital bed of Theodore does the new relationship achieve full if precarious reality.

The novel moves delicately back and forth between the halting, first-person narrative of Theodore to the stories of the two people he brings together. The backgrounds of their families provide density and fullness. The prosperous middle-class life of Lucy, despite her doing everything that is expected of her, leaves her bereft and vulnerable to the brilliance of Bernie. His childhood in war-torn Germany teaches him to live by his wits and turns him into an ambitious, hard-driving, and quite pitiless man, grabbing what pleasures come his way. The novel gains solidity as it progresses by the shift in focus from Lucy to Bernie and by the view of both of them that Theodore provides.

The portrayal of the relationships of Lucy, Bernie, and Theodore suggests that the answer to Theodore's question, at least in the mind of Lucy, is "Wherever I am loved and needed," but the larger and more complicated issues, not only from the past but also from the world beyond the three, continually break in to shatter the unity of black, white, and Jew. Bernie's childhood in Germany with the reality of the persecution of the Jews and the racial ten-

sions of America in the sixties compete with the humble efforts of individuals. Lucy's dream family, bound together by love, may be a turning point for one black child, but it cannot overcome the gulf created by the forces of events and places that have formed these people. And Theodore is, after all, Theodore.

*H. Rosalind Cowie, Ph.D.  
Chairman of the Department of  
English  
Director of the Division of Lan-  
guage, Literature, and Communi-  
cations*



# Alumnaevents

## Kudos

DELMA SALA FLEMING '54 is a volunteer teacher of Interpersonal Dynamics and chairman of the Sex Education Program and Theology Dialogues Club at the Convent of the Sacred Heart in Ponce, Puerto Rico. Her husband is chairman of the newly organized Board of Directors of the Convent, and Delma herself is responsible for organizing alumnae, parents, students, and citizens to keep the Convent School open and working after the Province of the Sacred Heart announced it could no longer fully staff and support the school. An ambitious scholarship program has been begun, involvement in community and world problems is being encouraged, and the school has been given a new direction in harmony with the spirit of the Sacred Heart Order and the Church today.

JUDY GOODNOW PRUS '58 designed the new international headquarters of Kentucky Fried Chicken in Louisville.

MARY EGAN '60, a practicing attorney for six years, was a city council candidate in Springfield, Mass. this fall, stressing her knowledge and experience in the areas of consumer protection, municipal finance, and ecology.

MARY JANE LARKIN '64 has been named an officer of the First National City Bank in New York, where she works in the International Banking Group, European Division.

SANDY MOSTA SPIES '68 has been promoted to the position of survey director at Opinion Research Corporation in Princeton. She will be responsible for directing all phases of research involving financial relations, marketing evaluation, and press and public relations.

ANN IMPINK '70 is now employed by the Muskie Election Committee.

She is taking a two-year leave of absence from her studies at American University for an M.A. in International Relations, to be regional coordinator of the Youth Coalition for Muskie in New York, New Jersey, and Pennsylvania.

SISTER GERALDINE NOONAN, S.P. '70 is public relations representative for the Sisters of Providence and editor of their "Community Newsletter." She recently prepared an eight-minute newscast, televised in Springfield, on the members of her community who are working in outside institutions.

NANCY RILEY '70 is a second year candidate for an M.P.H. at the University of Michigan. She has a dual major in public health administration and health planning, and holds an N.I.H. traineeship grant. She has been selected as a member of the President's Task Force at U.M., studying the program and curriculum of the health services administration majors. She is also in the process of preparing a paper for publication with one of her professors on "A Queueing Analysis of the Free People's Clinic in Ann Arbor."

GIGI PARDO '71 is a Ph.D. candidate at the University of Miami's Center for Advanced International Studies. She holds an NDEA Title IV graduate fellowship, is doing research in the politics of underdeveloped countries and exile groups, and is serving on UNESCO's Youth Commission.

SUSAN ALFANO '71 is a candidate for an M.S. in Nutritional Biochemistry and Metabolism at MIT. She spent the summer visiting India, Nepal, Ceylon, Thailand, Hong Kong, Malaysia, and Indonesia; plans to live in the Far East next year, working with an international organization in nutritional planning and development.

# Class Notes

## 50

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Mrs. William J. Porell  
(Alice Reardon)  
13 Everett Avenue  
Winchester, Mass. 01890

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MARY KING SUPPLE attended the Alumnae Weekend in Sept.

## 51

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Mrs. William J. Porell  
(Alice Reardon)  
13 Everett Avenue  
Winchester, Mass. 01890

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Returning to Newton for their 20th reunion were PAT CANNING ALBERDING, ELAINE CORTELLI CRAWLEY, ANNE ELCOCK SULLIVAN, MARY KEATING CARMODY, MADELINE MAHONEY BILODEAU, TESS MCGRATH MCGUIRE, MIMI O'HAGAN, MARGARITA PASARELL KLEIS, CATHERINE ROGERS, ANNE SULLIVAN DUFFIN, AGNES WELLINGS HART, and MARIANNA MCINTYRE BURKE. In addition to the on-campus activities, class members met for a Friday evening party at the home of the class chairman, AGNES WELLINGS HART.

## 52

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Mrs. William J. Porell  
(Alice Reardon)  
13 Everett Avenue  
Winchester, Mass. 01890

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HELENA JANI HURLEY came east from California in August with her husband and children. They arrived in Washington, D.C. and later drove to New York to visit MARY JANI ENGLERT '51 on Staten Island. Then the Hurleys and Englerts and FRANNY JANI '69 all drove to Massachusetts to vacation at Webster Lake.

## 53

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Mrs. Emlyn V. Mitchell  
(Pat LeClaire)  
61 Beechwood Road  
Wellesley, Mass. 02181

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BARBARA POWELL's September wedding to Fred Good, brother of SISTER IRENE GOOD, R.S.C.J. '50, brought several alumnae together for the day. At the reception at Woodland Golf Club in Newton were JEANNE HARTFORD SAVAGE and Dick, BARBARA KELLEY CONNELLY and Art, and BETTY ANN REILLY '55.

## 54

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Mrs. Emlyn V. Mitchell  
(Pat LeClaire)  
61 Beechwood Road  
Wellesley, Mass. 02181

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DELMA SALA FLEMING, Bill, and their four children, aged nine through fifteen, are living in Ponce, Puerto Rico. Bill is a psychiatrist and Delma assists in his office, and is a volunteer teacher of Interpersonal Dynamics and chairman of the Sex Education Program and Theology Dialogues Club at the Convent of the Sacred Heart there. Her husband is chairman of the newly organized Board of Directors of the Convent, and Delma herself is responsible for organizing alumnae, parents, students, and citizens to keep the Convent School open and working after the Province of the Sacred Heart announced that it could no longer fully staff and support the school. An ambitious scholarship program has been begun, involvement in community and world problems is being encouraged, and the school has been given a new direction in harmony with the spirit of the Sacred Heart Order and the Church today.

## 55

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Mrs. Emlyn V. Mitchell  
(Pat LeClaire)  
61 Beechwood Road  
Wellesley, Mass. 02181

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ELIZABETH WHEELWRIGHT represented the class at the general Alumnae Weekend in September.

## 56

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Miss Joan J. Hanlon  
5 Felton Court  
Saugus, Mass. 01906

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At the 15th reunion and general Alumnae Weekend in September were: MARGOT BOURGEOIS MILLER, URSULA CAHALAN CONNORS, KATHRYN GALVIN WHITE, MARY LEARY, SHEILA MCCARTHY HIGGINS, SHEILA MURPHY MADDEN, GAIL O'DONNELL, R.S.C.J., MARY PRENDERGAST KALAGHER, JEAN WALACE RUSSO, and MARY FORD WHALEN KINGSLEY. A Friday evening class party was held at the home of SHEILA MCCARTHY HIGGINS, class chairman.

## 57

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Miss Joan J. Hanlon  
5 Felton Court  
Saugus, Mass. 01906

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## 58

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Mrs. Bernard J. Dwyer  
(Rosemary Stuart)  
511 V.F.W. Parkway  
Chestnut Hill, Mass. 02167

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JUDY GOODNOW PRUS designed the new international headquarters of Kentucky Fried Chicken in Louisville. Her husband Michael, a graduate of Wayne University College of Medicine, is practicing in Grosse Pointe, Michigan. Their youngest child, Jeffrey, is a "miracle child," who, due to an Rh negative problem, required three *in utero* transfusions.

## 59

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Mrs. William J. Casey  
(Maryjane Mulvanity)  
28 Briarwood Drive  
Taunton, Mass. 02780

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SUE COLLINS RUSSELL has written a fascinating account of her life in La Paz, Bolivia, where her husband Ron supervises the entire U.S. loan program. She and her family have been first-hand witnesses of several revolutionary attempts to overthrow the country's government. . . . JUDY LAIRD WILEY and her husband, John, who designs computer devices for Honeywell, are avocado growers and have become members of the California Avocado Growers Cooperative in their new home state. Judy, the mother of Julia, 10, and Justin, 9, is also a board member of the Escondido League of Women Voters (in charge of environmental quality items). . . . BONNIE WALSH STOLOSKI summered at her family's home in Wellesley, Mass. after her brother Corbett's ordination as a Jesuit. Bonnie has become an avid golfer and an involved Chicago suburbanite, participating in the Northfield Garden Club and the League of Women Voters. . . . ELLEN NELSON WHITE took a sabbatical leave from her teaching position this fall, and she and Dave toured Europe in October. . . . *Class secretary* MARYJANE MULVANITY CASEY *spent a busy summer tutoring several high school boys in English and history.* (Ed. note)



Miss Julie A. O'Neill  
59 Mystic Street  
West Medford, Mass. 02155

#### Wrapping up our reunion résumé:

PEGGY FLYNN LEE worked at IBM and Joseph Kaye and Company as a mathematician after graduation. She and her husband Jim, who works in insurance and investments, live in Jamaica Plain, Mass. with James, 5, and Robert, 3. . . . MIMI STEPHAN LORCH received a B.S. from Loyola University in 1961 and an M.A. in psychological counseling from Notre Dame in 1970. She worked in the Notre Dame Counseling Center for two years, and is presently employed by the University of Michigan Medical Center as a clinical social worker. She is also involved in the peace movement, the Women's Liberation Movement, and in responsible group encounter movements in education and psychology. She has three children: Mimi, 12, Debbie, 10, and Lisa, 9. . . . ROSEMARY MARAVENTANO MCCOOK attended Brooklyn College after graduation to earn additional teacher training credits for her New York City license, and then spent a year teaching in New Hyde Park. She and her husband John, who is employed in industrial sales, are now living in Syosset, N.Y., where Rosemary, the mother of John, 8, and Missy, 6, is active on school and church committees. . . . KATHY RUNKLE O'BRIEN worked for Marshall Field and Company in Chicago before marrying Tom who is with the International Paper Company. Last year they moved to Rowayton, Conn. with their three boys: Tom, Jr., 9, Sean, 7, and Timothy, 5. . . . STELLA CLARK O'SHEA met her husband Richard in high school, and was married in 1960. They have become the busy parents of four children: Dan, 10, Kara, 9, Molly, 7, and Tim, 4. Stella is working as a volunteer at the Human Resources School for Handicapped Children in New York; her husband was the executive producer of three television specials in 1970. . . . MARY GALVIN PROUTY has recently

settled in Hingham, Mass. after spending six years travelling across the country as the wife of a U.S. Navy Pediatrician. They have four children: Robbie and Scott, 10, Kurt, 6½, and Heather, 2. Mary's prior activities include teaching nursery school in Hanover, New Hampshire, Red Cross Bloodmobile work, and volunteer work for the Strawberry Bank Restoration Project in Portsmouth, New Hampshire. . . . LYNN FRENZ SCRANTON and her husband live in Richardson, Texas with Bill, 6, Gard, 4, and Bobby, 1½. Lynn previously taught in Maryland and Illinois and took courses at the University of Maryland. . . . CATHY DONAHOE SMITH worked for the New York Life Insurance Company for five years after graduation. She now lives in Nashville, Tenn. with her husband Laird, a banker, and their son Edward, 2. Cathy is active in the Junior League, the St. Thomas Hospital auxiliary, the Ladies' Hermitage Association, the Cheekwood Botanical Gardens Society, and the Nashville Symphony Guild and Chorus. . . . LORRIE SILVESTER SMITH was a teacher in Waltham, Mass. for two years and a substitute teacher and tutor

in Pittsburgh for two years. In 1962 she married Larry, who is now employed by the Connecticut General Life Insurance Company. They are the parents of four children: Brian, 8, Barbara, 6½, Steven, 2, and David, 1. . . . MARIE MCCABE STEBBINS and her husband Dick, a vice-president of the Colonial Bank and Trust in Waterbury, are living in Middlebury, Conn. with Laura, 9, Jennifer, 7, Gregory, 6, and Douglas, 4. Marie was a teacher in Warwick, R.I. after graduation; is now serving on the volunteer board of the Waterbury Easter Seal Society, and is a parish council member and coordinator of the C.C.D. program at St. John of the Cross parish. . . . JANE WALDRON earned her M.A. in social work from Boston College, and has since held positions in the field of psychiatric social work at the Catholic Charitable Bureau in Boston, the Worcester Youth Guidance Center, and at the Children's Day Treatment Center in Honolulu where she now resides. . . . MARGARET DOWLING WARNER and her husband Richard were married in 1965. They recently moved from North Chatham to Marblehead, Mass. with Meghan, 3. . . . JUDY ROMANO WOODS met Charlie during her sophomore year at Newton, and they were married shortly after graduation. Before her family (Karen, 8, Susan, 7, Ann, 5, and Charles, Jr. 4) arrived, Judy was an elementary school teacher. The Woods now live in Peabody, Mass., where Charlie practices law. . . . MARY EGAN, a practicing attorney for six years, was a city council candidate in Springfield, Mass. this fall, stressing her knowledge and experience in the areas of consumer protection, municipal finance, and ecology. . . . Attending the general Alumnae Week-end in September was URSULA KENT.

Mrs. Robert M. Donahue  
(Julie Halleran)  
226 Dudley Street  
Brookline, Mass. 02146

PAT O'CONOR MITCHELL and family moved to Mount Vernon, N.Y. from Bronxville in June. Pat is involved in the Junior League of Bronxville, the formation of a community board for the unwed mothers' program in Mount Vernon, and campaign work leading to the recently successful election of two new school board members to a Neanderthal School Board there, in hopes of curing "the affliction of 'mindlessness' so well described by Charles Silberman in *Crisis in the Classroom*." She has also been elected to the Mount Vernon board of the League of Women Voters, is serving on the board of the Planned Parenthood Association of Southern Westchester, and teaches ten hours a week in the Homebound Program. Her husband Tom, who graduated from Yale Law School in 1970, is working for a patent law firm in New York City. . . . KATHY DWYER LAZCANO has moved to Scituate, Mass. from New York. . . . MARY WALSH GRADY is building a house in Cumberland, R.I. . . . GLORIA NOVELLA URRUELA is now living in Auburndale, Mass. Her husband has been practicing at the Lahey Clinic in Boston for two years. . . . MARYANN MORRISSEY CURTIN has returned to teaching. . . . ELLEN MAHONY KING is teaching skating several hours a week. . . . BABS KAGER TOBIN has returned to Newton to bone up on the sciences in preparation for attending medical school in the future. . . . NANCY MCAULIFFE BLAKE is active as a Mass. General Hospital volunteer and is Membership Chairman of the Opera Company of Boston. . . . Chairman of the 10th reunion in September was BRIGID O'SULLIVAN SHEEHAN. In attendance were: NANCY SIMPSON PORTER, BABS KAGER TOBIN, MARY ALICE MOLLOY, ROSEMARY HANLEY CLORAN, DIANNE SCHONLAND SIMS, ELEANOR MAHER COLLINS,

CAROL MCGEE, MARGOT BRUGUIERE MARTIN, MARY NOLAN CALISE, ANN GARDENIER WALSH, GAIL GIERE COLLINS, CATHERINE HAFEY SWENSON, MARY FORTIN DE ROSE, JULIE HALLERAN DONAHUE, MARY ANN McDONALD, ALICE COLEMAN RILEY, GLORIA NOVELLA URRUELA, KAREN SCHAUMBER FERGUSON, MARTHA CLANCY RUDMAN, ALICE COLEMAN RILEY, ANN RICHMOND WHALEN, KATHY DWYER LAZCANO, GAY LANDRIGAN CLASBY, NANCY MCAULIFFE BLAKE, SHEILA FLAHERTY COMERFORD, MAUREEN MAHONEY NOLAN, KATHLEEN O'SHEA ACCARDO, MICHELLE MCQUEENY MATTHEWS, SANDRA IRWIN HEILER, MARY WALSH GRADY, NANCY LARKIN CARR, RUTH O'NEIL KENNEY, MARYANN MORRISSEY CURTIN, PAT KEATING DURBROW, KATHY HALL HUNTER, ELLEN MAHONY KING, LINDA GRAY MacKAY, MARGO DINEEN MUCIA, JOYCE MURRAY HOFFMANN, and BARBARA FEELEY O'BRIEN. . . . *Class secretary* JULIE HALLERAN DONAHUE is the Boston Opera Company's Program Chairman and will serve for the next two years as National Council Representative of the N.C.S.H. alumnae. (Ed. note)

Mrs. Paul J. McNamara  
(Mary Hallisey)  
46 Mayflower Road  
Chestnut Hill, Mass. 02167

KITSY CAVANAUGH FOGARTY, Richie, and Richard, 6, Kathleen, 4, and Suzanne, 3, are now living in Darien, Conn. Kitsy keeps busy stenciling hand painted furniture. . . . MARSHA WHELAN, R.S.C.J. has returned to Carrollton in Miami after preparing for her final vows at Newton. During the summer she attended a prayer institute in Kentucky and a ten-day yoga retreat in Connecticut. . . . ANNE CROWLEY KELLY and Frank are living in Scarsdale, N.Y. with Kevin, 7, Timothy, 5, Brian, 3, and Christopher, 1. Anne is on the education commission of the parish council and hospitality chairman of the Marian Guild at the Church of St. Pius X; Frank is an account executive for Martin E. Segal Company. . . . ELLEN MARKEY THURMOND and Peter are living in West Newton, Mass. with Peter, 7, Christine, 5, Julie, 4, Mark, 2, and baby Paul. Ellen held a parish religious education class for high school students in her home last year; she also manages to find time to keep up with her golf and tennis. . . . JUDY MOUNTAIN KELLEY and Kevin are living in Waban, Mass. with Kevin, Jr., 8, Barbara, 7, Mary Elizabeth, 5, and infant John. Judy keeps fit with golf, tennis, and swimming. . . . BETTY EIGO GOLDEN and Bill, president of Crotty Brothers Food Service, live in West Newton, Mass. with Sheila, 7, Mimi, 6, and baby William, Jr. Betty is a volunteer in the psychiatric ward of St. Elizabeth's Hospital and a Pierce School li-

brary volunteer and Girl Scout coordinator. . . . JACKIE GEGAN MOONEY and Bill, executive director of the Massachusetts 4-H Foundation, live in Wilbraham, Mass. with Paul, 6, David, 2, and Kevin, 1. . . . HELEN BILL CASEY and Dick are the proud parents of a newly adopted son, Richard, Jr. . . . LIZ IRISH KEYSER and John are living in Bronxville, N.Y. with their recently adopted son, Kevin William. . . . Thanks to MARY ANN BRENNAN KEYES who has served as class secretary for several issues, and who submitted the preceding news. MARY HALLISEY MCNAMARA has accepted the secretary's position for the next issue. (Ed. note)

## 63

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Mrs. William A. Ferson  
(Mary Jane Becherer)  
23 Windsor Street  
Chelmsford, Mass. 01824

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MARY ANN BURKE BUCKLEY, Jim, and their three children have moved to California where Jim has been named head of the institutions department of Eastman Dillon and Union Securities. Their new address is 532 Dalewood Drive, Orinda, California 94563. . . . MOLLY CLANCY enjoyed a delightful trip to Ireland this past summer with her family. In Dublin she met KAY KEARNEY, and travelled with her back to London. . . . CAROL FLYNN has been busy travelling again, this time driving cross-country. . . . MARGIE REILEY MAGUIRE's husband Dan is now teaching political and international ethics at Milwaukee's Marquette University. . . . JO EGAN MAGUIRE, Frank, and Christina Ellen, 2, recently moved to Middletown, R.I. where Frank has been named chairman of the department of religion at Salve Regina College. Jo is completing two courses at Boston College for her M.A. . . . BARBARA MOZINO WALSH took time out from her busy schedule of modeling and instructing to vacation in Greece. . . . SHARON LEAHY MAHAR was a bridesmaid at CAROLYN MCINERNEY McGRATH's wedding last spring. Carolyn and Jerry are now living in Manhattan.

## 64

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Mrs. John P. Birmingham, Jr.  
(Karen Murphy)  
8 Hillside Road  
Wellesley Hills, Mass. 02181

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MARY JANE LARKIN has been named an officer of the First National City Bank in New York, where she works in the International Banking Group, European Division. . . . At the general Alumnae Weekend in September were KATHY WILSON CONROY and JANET REGAN.

## 65

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Mrs. Richard J. Wasilauskas  
(Susan Wilson)  
242 Oakland Street  
Wellesley, Mass. 02181

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PAT NOONAN WALSH, Brendan, Colm, 4½, and Nessa Ruth, 1, are living in Dublin where Pat is doing part time remedial teaching. Brendan is enjoying research and university lecturing and is chairman of the Irish Family Planning Rights Association. . . . MARIANNE HALL HALL and Tim are the parents of Timothy, Jr., 4½, and twins Rosemary Marie and Mary Rose, 3. They are living in Hollywood where Tim is the chief clamper at the nearby LaBrea Tar Pits and Marianne is chairlady of a local community improvement group. . . . At the general Alumnae Weekend in September was CATEY HOWELL LONG.



Mrs. David C. Hurst  
(Cathy Beyer)  
117 Central Street, #5E  
Acton, Mass. 01720

KATHY BRADY QUILTER and Tom moved into their house in Grosse Pointe Farms at the end of July. Kathy has kept busy doing volunteer work at NARCO (Narcotics Addiction Rehabilitation Co-ordinating Organization). . . . JOYCE TASSINARI HURLEY, Paul, and Tara are living in Peabody, Mass. Paul, who has been owned by the Boston Bruins hockey team since he was seventeen, is playing on the Braves team in Boston this year. . . . AMY COMAS O'BRIEN and family spent a month travelling in Brazil, Argentina, and Peru at Christmas. . . . MARILYN FLYNN MCGUIRE is now working as an administrative assistant to the registrar at Manhattanville. She is also a candidate for an M.A. in American studies there. . . . MARGIE BARRITT is in Beirut for "at least" a year; claims that she is using her high school French to bargain in the bazaar. . . . JOYCE BECK HOY is teaching introductory philosophy and existentialism at Georgian Court College in Lakewood, N.J., and preparing her Ph.D. dissertation. David is also finishing his dissertation and is on the philosophy faculty at Princeton. . . . MARY PAT BAXTER BAXTER and George are living in Hartford, Conn. with their two children. . . . PAT BERGEN CUNNINGHAM and George are living in Newton with Ginny, 4½, and Susan, 2½. George is employed as a sales manager with New England Telephone; and Pat is taking courses in crewel and creative drawing. . . . CAROLYN CASSIN DRISCOLL and Jack, a grain broker and a member of the Chicago Board of Trade, are living in Chicago. Carolyn is an M.A. candidate in psychological counseling at Loyola, and is working at SRA on a math skill analysis kit to be published this spring. . . . Chairman of the 5th reunion in September was CATHY BEYER HURST. Class members present were: DORIE NORTON WEIN-

TRAUB, MARILYN BOHRER DEWAR, KATE CORBETT BRADY, SUSIE MARION COONEY, KAREN CARTY O'TOOLE, PAT BERGEN CUNNINGHAM, MARY ANN PASQUALE JUREK, KAREN SOMMER BRINE, SHARON CUFFE FLEMING, CAROL HIBBERT LYNCH, MARGIE O'BRIEN VAIL, MARILYN FLYNN MCGUIRE, SANDY PUERINI DEL SESTO, DIANE LAPOLLA DiFIORE, JOYCE LaFAZIA MOLLICONE, BETSY HEMENWAY REDGATE, JAN SACCO, KATHY BROSNAN DIXON, EUGENIE WEBB MAINE, MARY ELLEN CONWAY, SHEILA MCINTYRE BARRY, VAL BARBER BREWSTER, LOUISE MAZYCK WOODRUFF, JANE LENEHAN LEWIS, JUDY SCHNEIDER STANLEY, JOAN CANDEE COLLINS, JO BOGERT PIEPER, BETTY WAHN, MARTHA ROUGHAN, R.S.C.J., PEGGY BADENHAUSEN FRENCH, MARY PAT BAXTER BAXTER, PAT RYAN GRACE, ANN MARIE CARROLL, JUDY MCCLUSKEY FLOOD, ANN MCCARTHY CONLON, MIDGE KRAMER WILKER, SKEETIE MCCABE SHARP, SANDY THAXTER SOMMA, TERRY ANCONA ORUETA, ANNE SWEENEY VALKO, JANE BIANCO KELLY, LOUISE PIZZUTO HOLLAND, and MARY JEAN SAWYERS KRACKELER.

Mrs. Paul W. O'Gara  
(Michele Mastrolia)  
14 Acorn Street  
Boston, Mass. 02108

JUDI FOSTER was awarded a Ph.D. in biochemistry from Boston University Medical School in May, and is now on a post-doctorate government fellowship at the University of Utah in Salt Lake City. . . . JULIE GILBERT received her Doctor of Laws degree from Harvard in June. . . . MARILYN FU was recently named an administrative assistant in the administration department at Chemical Abstracts Service in Columbus,



Ohio. Marilyn joined CAS in 1967 as an assistant editor. She is also an M.B.A. candidate at Ohio State and a member of the American Chemical Society and Kappa Gamma Pi. . . .

KATHY RILEY, a WAVE lieutenant, recently became the first woman ever assigned to the Air Test and Evaluation



*Official photograph, U.S. Navy*

Squadron of the Pacific Missile Range in Point Mugu, Calif., when she assumed the post of personnel officer there in November. . . . ELYSE DEMERS, FAITH BROUILLARD HUGHES, and MARGARET GLYNN attended the Alumnae Weekend activities in September.

## 68

Mrs. Peter F. Franzosa  
(Alicia Guedes)  
8 Wetherell Street  
Newton Upper Falls, Mass. 02164

JOANNE DEMPSEY is spending a year in London. . . . CHRIS CROWLEY WHITE and Jack are the parents of two children. Jack is on the faculty at the Newton Country Day School, and Chris is back at Newton taking courses. . . . SANDY MOSTA SPIES has been promoted to the position of survey director at Opinion Research Corporation in



Princeton. She will be responsible for directing all phases of research involving financial relations, marketing evaluation, and press and public relations. . . . At the September Alumnae Weekend were ELIZABETH HASTINGS ENGELKE, ANN DOLAN KENNEY, DIANE LILLIS McALEER, and CHRIS COMEAU MULLEN.

## 69

Miss Mary Gabel  
374 Chestnut Hill Avenue  
Brighton, Mass. 02164

TEDDY THOMPSON received an M.A. in Spanish from Middlebury College in August, and began teaching at Brockton (Mass.) High School in September. . . . ANNE PEREZ is a Boston social worker, living in Cambridge. . . . ELLEN KANE TREAT and her husband are back in the U.S. and are both social workers. . . . PATRICIA KENNY SEREMET is assistant women's editor for a Springfield newspaper. . . . PAMELA DELEO DELANEY works as a para-legal assistant for the New York City law firm of Kaye, Scholler, Shames, and Hyde. Her husband Carroll is a bonds salesman. . . . PATRICIA O'CALLAGHAN has moved to Washington, D.C. after having worked at the U.N. as a translator. . . . MARY CARROLL is employed by a public relations firm in New York City. . . . CAROL ROMANO, after spending last summer in Europe, is teaching English at Wakefield (Mass.) High. . . . ESTHER FITZGERALD works for Pan Am, and has been around the world in thirteen days. . . . KATHY DONOVAN MUXIE is the mother of year-old Susan. . . . SUSAN POWER is teaching ancient and medieval history and French at Canton (Mass.) High School. . . . POLLY GLYNN KERRIGAN now lives in New York City where her husband attends Fordham Law and works for the U.S. Parcel Service law department. . . . DONNA DELAHANTY has a busy schedule teaching school in Newton and working at Valle's Restaurant. . . . ELLIE PARKS MULLEN and her husband have bought a new home in Needham, Mass. . . . MARY PAT HABERLE is attending Boston College graduate school. . . . MARY BETH MCGRAIL is at Tufts, pursuing a graduate degree in political science. . . . GINNY TURNER teaches at the Jeremiah Burke School in Boston. . . . DONNA PAULINO received her M.A. from the University of Virginia. . . . LILA MELLEN spent last summer in Europe with the *Experiment in In-*

ternational Living. . . . PEGGY HANRATTY and CINDY O'TOOLE live in Boston on Beacon Hill. . . . SUSAN FUIKS COTE is living in Minnesota. . . . SUSAN DAVIES HENCKEN, John, and Scott live in Trenton, New Jersey. . . . CAROL MURPHY STARKEY and David are living in Connecticut. . . . CHARLINE BOUDREAU has earned her M.A. from Boston State. . . . ALICIA BROPHEY and KATHY CURRY are completing their third year at Boston College Law School. . . . JANE WHITTAKER teaches at the Whitman-Hanson (Mass.) Regional School. *Class secretary* MARY GABEL spent a few days visiting PAULA FISHER HAYES, mother of year-old Neil, in Grosse Pointe last summer. She and PAM DE-LEO DELANEY and MARY CARROLL were attendants in POLLY GLYNN KERRIGAN's late summer wedding. (Ed. note)

## 70

Miss Mary E. Downs  
49 Ackers Avenue  
Brookline, Mass. 02146

JULIE MCCARTHY received an M.Ed. from Boston University and is continuing graduate work there in school psychology. . . . LUCILLE FALLON is working as an administrative assistant at Rockefeller University in New York City, after completing a course at Katy Gibbs. . . . NANCY AXTHELM is now an assistant producer at Grey Advertising in New York. . . . ROSLIN MOORE is presently studying for a master's degree at B.U. School of Theology, and is living with Nancy Hines who works in Newton's admissions office. . . . MEG FINN has returned to the University of Michigan as a grad student and teaching fellow in classics after visiting Ireland last summer. . . . NANCY DURKIN has received her M.A. in French from Middlebury, and spent this past summer working with mentally retarded children at a day camp run by the New York City Department of Parks. . . . RITA HOULIHAN received her M.A. in educational psychology

from N.Y.U. and moved to Kansas City this fall to teach. . . . CLAUDIA RICHARDSON is an intelligence researcher with the U.S. Secret Service. . . . BARB COVENEY is a social worker with the Massachusetts Department of Public Welfare, working in the East Boston area on aid to families with dependent children. . . . ANN IMPINK is now employed by the Muskie Election Committee. She will be taking a two-year leave of absence from her studies at American University for an M.A. in International Relations, to be regional coordinator of the Youth Coalition for Muskie in New York, New Jersey, and Pennsylvania. . . . MARY ANN IRAGGI received an M.A. in International Relations from the University of Pennsylvania and is now an executive trainee with John Wanamaker Co. in Philadelphia. . . . BETSY LANGER and MARY ANN KORAL finally returned from Paris last May after travelling for eight months. Betsy is now in the stock transfer department of Prescott, Merrill, and Turben in Cleveland. . . . MARY PAT LEECE was in England teaching last year, but returned to the Boston area to begin work at the Newton College Library in September. She is living with DEBBY POPE. . . . JANE MCMAHON is now a legal assistant with the law firm of Shearman and Sterling in New York City, and a provisional member of the Junior League of Scarsdale. . . . SALLY MURPHY MORRISON is living in Newport where Fran is stationed, and works part time at Salve Regina College there. Fran will be out of the Navy in the spring, and then they both hope to be off to law school. . . . SISTER GERALDINE NOONAN, S.P. is public relations representative for the Sisters of Providence and editor of their "Community Newsletter." She recently prepared an eight-minute newscast, televised in Springfield, on the members of her community who are working in outside institutions. . . . JOYCE VERHALEN and KATHY SHEEHAN are roommates in New York City. Joyce is an administrative assistant with the Ford Foundation, and Kathy is an economic research assistant for the New York Life Insurance Company, and an M.B.A. candidate at N.Y.U. . . . PATTI BRUNI spent the

summer attending the Loeb Dramatic Workshop in Cambridge; and began teaching European history to 7th and 9th graders at the Newton Country Day School in September. She is also serving as a housemother to fifteen boarders. . . . Also at the Country Day School is MARION JONES, a novice in the Sacred Heart order. . . . JEANNE KRISNOW STRETCH, Jim, and Jim, Jr., 1½, are living in San Mateo, California, where Jim is employed by Metropolitan Life. Jeanne is in her first year at San Mateo Law School. . . . NANCY RILEY is a second year candidate for an M.P.H. at the University of Michigan. She has a dual major in public health administration and health planning, and holds an N.I.H. traineeship grant. She has been selected as a member of the President's Task Force at U.M., studying the program and curriculum of the health services administration majors. She is also in the process of preparing a paper for publication with one of her professors on "A Queueing Analysis of the Free People's Clinic in Ann Arbor."



Miss Martha Lappin  
36 Chapman Street  
Dracut, Mass. 01826

DEE DEE ORTNER SANDOSKI is a senior information analyst at the Franklin Institute in Philadelphia. Her work involves writing proposals and maintaining liaison between government sponsors and the institute, and is specifically related to the study of water pollution and environmental effects. . . . BECKY LINEBERGER and EILEEN TRICKEY are child care workers at the Matheny School in Peapack, New Jersey, a treatment and education center for cerebral palsied children. . . . PATRICIA CHIOTA begins graduate study this month. . . . KATE RUSSELL is employed as a waitress at Boodle's in Greenwich, Conn. . . . SHANNON RANDALL is working in the alumnae career services office at Radcliffe. . . . DEBBY CRARY PETERS is working as a bank teller at Banker's Trust of Albany. . . . DONNA MOORE is waitressing at the Lighthouse Inn in New London, Conn. while she takes courses to complete her teaching certification requirements. . . . LAURIE CARMODY HUCKERCHTS is a writer and editor at Potomac Research in Falls Church, Va., preparing copy for publication. . . . COLETTA PALETTA is employed in the graphics division of the aesthetics education department at Central Midwestern Regional Educational Labs in St. Louis, which comes up with new ideas for education and learning. She spent the summer in Europe, hitchhiking from Ireland to Greece. . . . SHARON ZAILCKAS is a ski instructor at Killington in Vermont; will become a stewardess in May. . . . SUSAN GENOVESI is working for the Boston Public Library. . . . KATHLEEN TORRANCE is a teller at the Newton Savings Bank. . . . ANNE DUFFEY is a travelling representative for the N.C.S.H. admissions office. . . . PAT MEEK is computer programming for Travelers Insurance in Hartford. . . . JEAN O'BRIEN is a federal tax auditor in Boston. . . . KRISTAN EMERY MOUNTAIN is employed

by Advance Industrial Security in Miami. . . . SISTER SUSAN HALLIGAN is teaching and doing community work with the Spanish-speaking in Boston. . . . CAROL SULLIVAN is a service rep for New England Tel and Tel. . . . SUSAN KILLORY is a bank teller at Harvard Trust in Cambridge. . . . BONNIE GUNLOCKE GRAHAM and Bob lived in Hawaii until November; are now in Yokosuka, Japan. . . . LOIS CARTNICK is a medical photographer in East Meadow, N.Y. . . . F. DREER HAVEN is a head nurse at Philadelphia's Pennsylvania Hospital. . . . ADA D'AMBRA is doing wood sculpting, carpentry, and furniture design in Breckenridge, Colo. . . . LOIS BLIGH is the assistant director of research and development at Selchow and Righter Co. (makers of *Scrabble* and *Parchesi*) in Bay Shore, N.Y. . . . KATHY BROUDER is director of the Women's Center of the U.S. National Student Association in Washington, D.C., trying to develop a multi-component clearing house for college women. It will give impetus to women's liberation as a basis for social evolution by addressing women in academic communities and providing them with resources for organizing for social justice. She plans in the future to work on building a combination conference center/secular retreat house for organizers with the Free University of New England and to initiate a halfway house for women college graduates. . . . KATHY FRIEDMANN and CHRIS SCHWARZ drove cross-country to Colorado in September. They plan to return east after the ski season to work and/or go to graduate school. . . . JACQUE FORBES is a secretary at the Hole-in-One Club in New York City. . . . BETTY MENAGHAN is an assistant nursing school teacher, and a psychiatric aide at St. Elizabeth's Hospital in Brighton, Mass. . . . Class teachers are: JOAN GILLETTE, high school French and German in Chittenden, Vt.; SISTER DIANE VALERIO, 7th and 8th grades in Rockford, Ill.; IRENE MACISAAC, 2nd grade in Medford, Mass.; MARTHA LAPPIN, senior high history in Dracut, Mass.; MARIANNE GRIFFIN, 8th grade math in Charlestown, Mass.;

JUDY IANNELLA, 2nd grade in Boston; CHRIS PETERSON, 4th grade in Stamford, Conn.; POLLY NUGENT SCOTT, 6th grade in West Roxbury, Mass.; and PAM POLLINO HUNT, art director for grades 1-6 in Chelmsford, Mass. . . . GIGI PARDO is a Ph.D. candidate at the University of Miami's Center for Advanced International Studies. She holds an NDEA Title IV graduate fellowship, is doing research in the politics of underdeveloped countries and exile groups, and is serving on UNESCO's Youth Commission. . . . SUSAN ALFANO is a candidate for an M.S. in Nutritional Biochemistry and Metabolism at MIT. She spent the summer visiting India, Nepal, Ceylon, Thailand, Hong Kong, Malaysia, and Indonesia; plans to live in the Far East next year, working with an international organization in nutritional planning and development. . . . Other graduate degree candidates are: MARIE ROBEY in political science at the University of Pennsylvania; SUSAN SCHRUTH at the George Washington University School of Government and Business Administration; CATHY BRIENZA at N.Y.U.'s Graduate School of Business Administration; CINDY PATERNO in the economics of regional planning at Northeastern (she is employed as a pension analyst at New England Life); JANET SCULLY in math at Trinity College in Hartford (she works as a programmer with Travelers Insurance); NANCY GRANT in Science Information at the Illinois Institute of Technology; CAROL TESONE in biology at Boston College; ALICIA ROJAS in theology at Boston University (she works for the Catholic Guild for All the Blind as a nurse on call and in airlines services); JANE HUDSON at Syracuse's Maxwell Graduate School of Citizenship and Public Affairs; KATHY

JULIANO at the University for Foreign Students in Perugia, Italy; EILEEN MCINTYRE in broadcast journalism at Boston University (she is interning in the WBZ-TV newsroom one day a week; is a coat-check girl at night!); ANGIE NANNI in math at N.Y.U.; ANNE BUTLER at the University of Madrid; MARTHA KENDRICK in American Studies at Bowling Green State University in Ohio (she holds a teaching assistantship in the history department); CHRIS CARROLL at the University of Virginia's School of Government and Foreign Affairs; JEAN-LORRAINE LEITGEB in law at William and Mary; BARBARA DUTTO in social work at Boston University; PAT MASSA in education at the University of Massachusetts; EILEEN O'CONNOR in library science at Florida State; KATHY MAHONEY MURRAY in community organization at Catholic University's School of Social Service; CAROL TIFFANY in education at Adelphi in Garden City, N.Y. (she is also teaching elementary school in Rockville Centre); JOAN ABBOTT in international service at American University (she is also head of the boarding school at Stone Ridge Country Day in Bethesda); EILEEN HOCHSTEIN in linguistics at the University of Virginia; JILL McGRATH in Slavic languages at Boston College; KATE FITZGERALD in political science at Rutgers' Eagleton Institute of Politics; DENISE O'DONNELL in special education at Fairfield (she is also a learning disabilities teacher in Waterbury, Conn.); DOROTHY HOULIHAN in human development and family studies at Cornell's College of Human Ecology; and EVA SEREGHY in English at Chapel Hill in North Carolina (she is holder of a Danforth Fellowship). . . . *The above information was compiled from a questionnaire submitted to the class in October by PLG MASTRIANNI of Newton's Development Office. Class secretary for the next issue will be MARTHA LAPPIN. (Ed. note)*

## Weddings

- 1953—BARBARA POWELL to Frederick Good, in Boston, on September 18.
- 1963—MARJORIE REILEY to Daniel C. Maguire, on August 10.
- 1963—HARRIET FRIDAY to Michael Leahy, in Aspinwall, Pa., on September 19.
- 1964—MARLENE PALLADINO to Glen D. Ross, Jr., in August.
- 1966—JOSEPHINE BOGERT to Gilbert M. Pieper, in Saddle River, N.J., in October.
- 1967—JOAN COOPER to John Curran, in August.
- 1968—MARGUERITE HOFFMANN to Kevin Clair, in August.
- 1968—MARY BETH DERENIUK to Robert J. Dumouchel, in Newport, R.I., on September 25.
- 1968—JEANETTE DARBY to William G. Bane, in October.
- 1968—DONNA JULIAN to Charles F. Spillane, in Belmont, Mass., in October.
- 1968—KATHERYN HOGAN to Mark Mulaney, on October 2.
- 1969—JANE ACKERMAN to John J. Paklemba, Jr., last spring.
- 1969—KATHY HARTNAGLE to Robert H. Halayko, in Troy, N.Y., on May 28.
- 1969—ALICIA SILVA to Daniel G. Ritchie, in Ridgewood, N.J., on July 31.
- 1969—FRANCES WHELAN to Stephen P. Dixon, in August.
- 1969—POLLY GLYNN to Robert M. Kerrigan, in Lee, Mass., on September 4.
- 1969—CAROL MURPHY to David W. Starkey, on October 23.
- 1970—STEPHANIE DELGUIDICE to Charles McEvily, in June.
- 1970—JOAN O'CALLAGHAN to Ted McConnell, in Manorhaven, N.Y., in August.
- 1970—SUSAN HERLIHY to Richard Flaherty, in North Haven, Conn., in August.
- 1970—PATRICIA ROBINSON to Richard Komuniecki, in August.
- 1970—MERYL RONNENBERG to Thomas G. Baxter, in August.

- 1970—ELIZABETH O'HARA, R.N. to J. Richard Corcoran, Jr., in September.
- 1971—POLLY NUGENT to Ronald J. Scott.
- 1971—DEBORAH P. CRARY to Joseph D. Peters, in August.
- 1971—MARY KAY HIGDON to Clayland F. Cox, on August 21.
- 1971—KATHLEEN MAHONEY to Thomas G. Murray, Jr., in Westfield, N.J., on August 28.
- 1971—COLLEEN ROSS to Joseph R. Rossi, in Grand Rapids, Mich., in September.
- 1971—ELIZABETH R. SCANNELL to Paul Abbott, at the Newton College Chapel, in October.
- 1971—MARCIA MAHONEY to Brian T. Talbott, on October 10.
- 1971—DAYL SOULE to Michael Patten, at the Newton College Chapel, on November 6.

## Births

- 1955—To Mr. and Mrs. Paul Sullivan (MARY CHISHOLM), a ninth child and fourth son, Mark, on July 11.
- 1958—To Mr. and Mrs. A. Michael Prus (JUDY GOODNOW), a third child and second son, Jeffrey, on April 1.
- 1962—To Mr. and Mrs. Frank Kelly (ANNE CROWLEY), a fourth son, Christopher, in March.
- 1962—To Mr. and Mrs. Peter Thurmond (ELLEN MARKEY), a fifth child and third son, Paul, in July.
- 1962—To Mr. and Mrs. Kevin Kelley (JUDY MOUNTAIN), a fourth child and second son, John, on August 17.
- 1962—To Mr. and Mrs. William A. Golden, Jr. (BETTY EIGO), a third child and first son, William III, on September 8.
- 1964—To Mr. and Mrs. Frederick C. Markey (JANE O'NEIL), a son, Leigh, on September 17.
- 1965—To Mr. and Mrs. John E. Grady, Jr. (ANGIE McDONNELL), a third son, Douglas Anderson, on February 4, 1971.
- 1965—To Mr. and Mrs. O. James Noon, Jr. (MARY HOOGLAND), a second child and first daughter, Mary Kathryn, on October 15.
- 1966—To Mr. and Mrs. Paul Hurley (JOYCE TASSINARI), a daughter, Tara Michelle, on July 18.
- 1966—To Mr. and Mrs. James Dwyer (BARBARA CHILDS), a third child and second daughter, Megan, on September 16.
- 1968—To Mr. and Mrs. Peter F. Franzosa (ALICIA GUEDES), a second son, Michael Peter, on October 23.
- 1969—To Mr. and Mrs. William P. Benedict (ANN LESSING), a daughter, Jennifer, on March 19.
- 1969—To Mr. and Mrs. Joseph Struzieri, Jr. (JOANNE McMORROW), a son, Joseph III, on May 28.
- 1970—To Mr. and Mrs. James B. Darcy, Jr. (JANET LUTZ), a daughter, Jennifer Marie, last summer.

## Condolences are offered to

The family of MARY L. MCGOWAN '50. Miss McGowan, who was a cousin of Sister Clare McGowan, R.S.C.J., assistant dean at Newton from 1969 to 1971, died recently in San Francisco. ROSLIN MOORE '70 and KILDEEN MOORE '71 on the death of their mother in November.



# Alumnae N.B.

## Class Notes

It has been brought to our attention several times that alumnae have thought that material they submitted for publication in the class notes section has not been included. The problem here is that most of the class notes material is usually prepared from two to three months ahead of the publication date, and matter received later than that is held for the subsequent issue.

So if you have sent news to your class secretary or to this office and it doesn't appear in this issue, don't despair! All notes received by class secretaries later than October 15, and by this office later than November 15, will be included in the June issue. (This includes *all* of the notes on the special space provided on the Annual Giving envelopes.)

For the June issue, material must be received by the class secretaries no later than March 15, or by this office no later than April 5. Thanks!

## More Reading Lists

Sister Catherine Maguire, professor of English, is preparing a reading list in contemporary fiction especially for our readers, and it will be available by the time you receive this magazine. It brings our total offering of post-graduate reading lists to three, the other two being in SWC and religion. If you are interested in any or all of these reading lists, please send a note to: Ms. Catherine B. Hurst, 117 Central St., #5E, Acton, Mass. 01720, and we will get the lists in the mail to you immediately.

